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Bharati Vidyapeeth

HEI Profile & Administrative Information :

HEI Basic Information :

Registration ID: **HEI-P-U-0292**		Name of the HEI: **Bharati Vidyapeeth**	Institution Type: Deemed-To-Be-University
Year of Establishment: Apr 1996	Mode of Education: Dual Mode	City: Pune	District: Pune
Address_1: Bharati Vidyapeeth (Deemed to be University),		Address_2: Bharati Vidyapeeth Bhavan, L.B.S. Marg, Pune	Pin Code: 411030
Email: bvuniversity@yahoo.co.in		Telephone: +91-20-24407100	Fax: +91-20-24321910	State: MAHARASHTRA
Official Website of HEI: https://bvuniversity.edu.in	Official website for Open & Distance Learning: https://distance.bharatividyapeeth.edu/	Official website for Online Learning : https://bharatividyapeethonline.com/	

HEI Authorities

Vice Chancellor

Name of the Vice Chancellor: Prof. Dr. Manikrao Salunkhe		Vice Chancellor Email: vc.bvdu@bharatividyapeeth.edu	Vice Chancellor Mobile: 9922699313
Phone (Office): 020-24335701	Phone (Residence): 9922699313	Highest Education Qualification: Ph.D.	Experience: 40

Registrar

Name of the Registrar: Shri G Jayakumar		Registrar Email: kumarjaya51@hotmail.com	Registrar Mobile: 9822878493
Phone (Office): 020-24335701	Phone (Residence): 9822878493	Highest Education Qualification: M.Com.	Experience: 42

Director of Centre for Distance and Online Education (CDOE)

Name of Director of Centre for Distance and Online Education (CDOE) : Dr. S.B. Sawant	Email Id: dr_sbsawant123@yahoo.com	Mobile No: 9823479209
Highest Education Qualification: Ph.D.	Date of Joining: 13-10-2020	Appointment Letter: View

CIQA

Whether Center for Internal Quality Assurance (CIQA) is establised or not : Yes

HEI Recognition

Recognition status of the HEI as per UGC Act, 1956: SECTION 3	Is HEI also recognized under 12 B: Yes

Approval of Statutory Authority: Yes	Copy of relevant page of act allowing HEI to offer the programme in Both : View

UGC DEB Recognition

Are you recognized by UGC, DEB unde UGC(ODL) Regulations, 2017? *

Yes

If applicable	Upload the supporting documents i.e. Recognition letters			
Yes	2018-19	View (/Uploads/Proposal/recognitionletters2018/HEI-P-U-0292/HEI-P-U-0292_recognitionletters2018_20201007161626.pdf)	Letter No :- F.NO. 74-2/2018 (DEB-I)	Date of UGC recognition letter :- 18-10-2018
Yes	2019-20	View (/Uploads/Proposal/recognitionletters2019/HEI-P-U-0292/HEI-P-U-0292_recognitionletters2019_20201012181912.pdf)	Leter No :- F.NO. 74-2/2018 (DEB-I)	Date of UGC recognition letter :- 08-05-2019

Whether HEI is recognized by UGC, DEB under UGC (Online Courses or Programmes) Regulations, 2018? :-

Yes

Upload the supporting documents i.e. Recognition letters			
2019-20	View ()	Leter No :- F.NO. 2-9/2020 (OL)	Date of UGC recognition letter :- 29-01-2020

Have you filled CIQA Report for academic year 2018-19? :-

Yes

When was SLM delivered to student for academic year 2019-20*

	Month	Year
Printing Material	7	2019
Audio-Video Material	7	2019
Online Material	7	2019
Compute based Material	8	2019

IGNOU Recognition

Whether HEI was recognised from IGNOU DEC/DEB Prior to UGC (ODL) Regulations, 2017 :-

Yes

From	To	Document

NAAC Details

Whether accredited by NAAC? :- Yes

Grade :- A+

Score :- 3.53

Validity of NAAC :- 27-03-2024

Upload NAAC Document :- View

Year of assessment of NAAC :- 2017

Whether valid for the academic period January 2021 and onwards :- Yes

NIRF Ranking

Year :- 2018

Ranking :- 66

Upload NIRF Certificate :-
View (/Uploads/ODLOL/UploadNIRFDocument1/HEI-P-U-0292/HEI-P-U-0292_UploadNIRFDocument1_20201015164237.pdf)

Year :- 2019

Ranking :- 62

Upload NIRF Certificate :-
View (/Uploads/ODLOL/UploadNIRFDocument2/HEI-P-U-0292/HEI-P-U-0292_UploadNIRFDocument2_20201015164237.pdf)

Year :- 2020

Ranking :- 63

Upload NIRF Certificate :-
View (//Uploads/ODLOL/UploadNIRFDocument3/HEI-P-U-0292/HEI-P-U-0292_UploadNIRFDocument3_20201015163945.pdf)

Territorial Jurisdiction

Information regading Territorial Jurisdiction

Territorial Jurisdiction of HEI as per its Act :-

Mention District (s) :-

Copy of Relevant Page to act: Upload :-View

Territorial Jurisdiction as per UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 :- Country

Mention District (s) :-

Infrastructure

Total Build-up area for Open and Distance Learning activity - Minimum 15000 sq.ft. (carpet area):

Build-up Area Type	Minimum Built up area required as per Regulations	Built-Up Area available(Carpet Area Sq. ft)	Difference	Compliance or Not
Academic	7500	7572	72	Yes
Administrative	1500	1543	43	Yes
Academic support such as Library, Reading Room, Computer Centre, Information and Communication technology labs, Video and Audio Labs etc.	4500	4750	250	Yes

Build-up Area Type	Minimum Built up area required as per Regulations	Built-Up Area available(Carpet Area Sq. ft)	Difference	Compliance or Not
Amenities or other support facilities(Excluding toilets)	1500	1641	141	Yes
Total built-up area for ODL activities	15000	15506	506	Yes

Activity Calendar

Academic Year Planner [Programmes under yearly system]:

Srno	Name of the Activity	Tentative months schedule (specify months) during Year	
		From (Month)	To (Month)
1	Admission	Jul	Aug
2	Assignment Submission (if any)	Mar	Apr
3	Evaluation of Assignment	Mar	May
4	Examination	May	Jun
5	Declaration of Result	Jun	Jul
6	Re–registration	Jul	Aug
7	Distribution of SLM	Jul	Aug
8	Contact Programmes(counselling, Practicals,etc.)	Sep	Mar

Academic Year Planner [Programmes under Semester System]:

Srno	Name of the Activity	Tentative months schedule (specify months) during Year			
		From (Month)	To (Month)	From (Month)	To (Month)
1	Admission	Jul	Aug	Jan	Feb
2	Assignment Submission (if any)	Oct	Nov	Mar	Apr
3	Evaluation of Assignment	Oct	Nov	Mar	Apr
4	Examination	Oct	Dec	Apr	Jun
5	Declaration of Result	Dec	Feb	Jun	Aug
6	Re–registration	Jul	Aug	Jan	Feb
7	Distribution of SLM	Jul	Aug	Jan	Feb
8	Contact Programmes(counselling, Practicals,etc.)	Sep	Nov	Mar	Apr

Proposed Programmes

Sr No :-1

Name of Programme :-Arts/Humanities/Social Sciences - BACHELOR OF ARTS (COMBINATION OF 3 SUBJECTS) - NA

Programme to be offered in	ODL
Year	2020-21
Level	UG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	10+2 or its equivalent from any recognized Board
Duration (as per the Specification of Degrees, 2014)	3
Name of the Department	FACULTY OF ARTS, SOCIAL SCIENCES AND COMMERCE

Sr No :-2

Name of Programme :-Business Administration/Commerce/ Management/Finance - BACHELOR OF COMMERCE - NA

Programme to be offered in	ODL
Year	2020-21
Level	UG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	10+2
Duration (as per the Specification of Degrees, 2014)	3
Name of the Department	FACULTY OF ARTS, SOCIAL SCIENCES AND COMMERCE

Sr No :-3

Name of Programme :-Arts/Humanities/Social Sciences - MASTERS OF ARTS - English

Programme to be offered in	ODL
Year	2020-21
Level	PG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	Bachelor’s
Duration (as per the Specification of Degrees, 2014)	2
Name of the Department	FACULTY OF ARTS, SOCIAL SCIENCES AND COMMERCE

Sr No :-4

Name of Programme :-Business Administration/Commerce/ Management/Finance - MASTER OF COMMERCE - NA

Programme to be offered in	ODL
Year	2020-21
Level	PG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	Bachelor’s
Duration (as per the Specification of Degrees, 2014)	2
Name of the Department	FACULTY OF ARTS, SOCIAL SCIENCES AND COMMERCE

Sr No :-5

Name of Programme :-Business Administration/Commerce/ Management/Finance - BACHELOR OF BUSINESS ADMINISTRATION - NA

Programme to be offered in	ODL
Year	2020-21
Level	UG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	10+2 in any stream or equivalent from any recognized Board
Duration (as per the Specification of Degrees, 2014)	3
Name of the Department	FACULTY OF MANAGEMENT STUDIES

Sr No :-6

Name of Programme :-Sciences - BACHELOR OF COMPUTER APPLICATIONS - NA

Programme to be offered in	ODL
Year	2020-21
Level	UG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	10+2 in any stream or equivalent from any recognized Board
Duration (as per the Specification of Degrees, 2014)	3
Name of the Department	FACULTY OF MANAGEMENT STUDIES

Sr No :-7

Name of Programme :-Business Administration/Commerce/ Management/Finance - MASTER OF BUSINESS ADMINISTRATION - General

Programme to be offered in	ODL
Year	2020-21
Level	PG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	A graduate (10+2+3) in any discipline with at least 50% marks (45% for SC/ST) from any recognized University
Duration (as per the Specification of Degrees, 2014)	2
Name of the Department	FACULTY OF MANAGEMENT STUDIES

Sr No :-8

Name of Programme :-Sciences - MASTER OF COMPUTER APPLICATIONS - NA

Programme to be offered in	ODL
Year	2020-21
Level	PG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	Passed BCA/ Bachelor Degree in Computer Science Engineering or equivalent Degree. OR Passed B.Sc./ B.Com./ B.A. with Mathematics at 10+2 Level or at Graduation Level (with additional bridge Courses as per the norms of the concerned University). Obtained at least 50% marks (45% marks in case of candidates belonging to reserved category) in the qualifying Examination.
Duration (as per the Specification of Degrees, 2014)	2
Name of the Department	FACULTY OF MANAGEMENT STUDIES

Sr No :-9

Name of Programme :-Arts/Humanities/Social Sciences - MASTER OF SOCIAL WORK - NA

Programme to be offered in	ODL
Year	2020-21
Level	PG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	Bachelor's
Duration (as per the Specification of Degrees, 2014)	2
Name of the Department	FACULTY OF ARTS, SOCIAL SCIENCES AND COMMERCE

Sr No :-10

Name of Programme :-Business Administration/Commerce/ Management/Finance - MASTER OF BUSINESS ADMINISTRATION - Human Resources

Programme to be offered in	ODL
Year	2020-21
Level	PG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	A graduate (10+2+3) in any discipline with at least 50% marks (45% for SC/ST) from any recognized University
Duration (as per the Specification of Degrees, 2014)	2
Name of the Department	FACULTY OF MANAGEMENT STUDIES

Sr No :-11

Name of Programme :-Business Administration/Commerce/ Management/Finance - MASTER OF BUSINESS ADMINISTRATION - Executive

Programme to be offered in	ODL
Year	2020-21
Level	PG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	A graduate (10+2+3) in any discipline with at least 50% marks (45% for SC/ST) from any recognized University with 3 years working experience
Duration (as per the Specification of Degrees, 2014)	2
Name of the Department	FACULTY OF MANAGEMENT STUDIES

Sr No :-12

Name of Programme :-Business Administration/Commerce/ Management/Finance - BACHELOR OF BUSINESS ADMINISTRATION - NA

Programme to be offered in	OL
Year	2020-21
Level	UG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	10+2 in any stream or equivalent from any recognized Board
Duration (as per the Specification of Degrees, 2014)	3
Name of the Department	FACULTY OF MANAGEMENT STUDIES
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Sr No :-13

Name of Programme :-Business Administration/Commerce/ Management/Finance - MASTER OF BUSINESS ADMINISTRATION - NA

Programme to be offered in	OL
Year	2020-21
Level	PG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	A graduate (10+2+3) in any discipline with at least 50% marks (45% for SC/ST) from any recognized University
Duration (as per the Specification of Degrees, 2014)	2
Name of the Department	FACULTY OF MANAGEMENT STUDIES
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Sr No :-14

Name of Programme :-Sciences - BACHELOR OF COMPUTER APPLICATIONS - NA

Programme to be offered in	OL
Year	2020-21
Level	UG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	10+2 in any stream or equivalent from any recognized Board
Duration (as per the Specification of Degrees, 2014)	3
Name of the Department	FACULTY OF MANAGEMENT STUDIES
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Additional Information

Sr No :- 1

Name of Programme :- Sciences - Bachelor of Computer Applications - NA

Year	2020-21
Academic system followed for proposed programme	Semester
Number of Credits	150
Whether Programme requires Practical or laboratory courses as a curricular requirement	Yes
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	13-10-2020
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	No
Whether Proposed programme already being taught in Conventional/ODL mode with same nomenclature	Yes
If Yes, number of years since when being taught in conventional mode	18
No. of Batch passed	15

Sr No :- 2

Name of Programme :- Business Administration/Commerce/ Management/Finance - Master of Business Administration - NA

Year	2020-21
Academic system followed for proposed programme	Semester
Number of Credits	102
Whether Programme requires Practical or laboratory courses as a curricular requirement	No
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	11-04-2019
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	Yes
Date of Approval of Regulatory Authority (s) (DD-MM-YYYY) if applicable	28-11-2019
Regulatory bodies approval upload	View
Whether Proposed programme already being taught in Conventional/ODL mode with same nomenclature	Yes
If Yes, number of years since when being taught in conventional mode	41
No. of Batch passed	39

Sr No :- 3

Name of Programme :- Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA

Year	2020-21
Academic system followed for proposed programme	Semester
Number of Credits	128
Whether Programme requires Practical or laboratory courses as a curricular requirement	No
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	11-04-2019
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	No
Whether Proposed programme already being taught in Conventional/ODL mode with same nomenclature	Yes
If Yes, number of years since when being taught in conventional mode	18
No. of Batch passed	15

Sr No :- 4

Name of Programme :- Business Administration/Commerce/ Management/Finance - Master of Business Administration - Executive

Year	2020-21
Academic system followed for proposed programme	Semester
Number of Credits	72
Whether Programme requires Practical or laboratory courses as a curricular requirement	No
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	08-01-2007
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	Yes
Date of Approval of Regulatory Authority (s) (DD-MM-YYYY) if applicable	28-11-2019
Regulatory bodies approval upload	View
Whether Proposed programme already being taught in Conventional/ODL mode with same nomenclature	Yes
If Yes, number of years since when being taught in conventional mode	8
No. of Batch passed	6

Sr No :- 5

Name of Programme :- Business Administration/Commerce/ Management/Finance - Master of Business Administration - Human Resources

Year	2020-21
Academic system followed for proposed programme	Semester
Number of Credits	72
Whether Programme requires Practical or laboratory courses as a curricular requirement	No
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	21-09-2017
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	Yes
Date of Approval of Regulatory Authority (s) (DD-MM-YYYY) if applicable	28-11-2019
Regulatory bodies approval upload	View
Whether Proposed programme already being taught in Conventional/ODL mode with same nomenclature	Yes
If Yes, number of years since when being taught in conventional mode	12
No. of Batch passed	10

Sr No :- 6

Name of Programme :- Arts/Humanities/Social Sciences - Master of Social Work - NA

Year	2020-21
Academic system followed for proposed programme	Semester
Number of Credits	72
Whether Programme requires Practical or laboratory courses as a curricular requirement	No
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	21-09-2017
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	No
Whether Proposed programme already being taught in Conventional/ODL mode with same nomenclature	Yes
If Yes, number of years since when being taught in conventional mode	35
No. of Batch passed	33

Sr No :- 7

Name of Programme :- Sciences - Master of Computer Applications - NA

Year	2020-21
Academic system followed for proposed programme	Semester
Number of Credits	72
Whether Programme requires Practical or laboratory courses as a curricular requirement	Yes
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	28-08-2007
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	Yes
Date of Approval of Regulatory Authority (s) (DD-MM-YYYY) if applicable	28-11-2019
Regulatory bodies approval upload	View
Whether Proposed programme already being taught in Conventional/ODL mode with same nomenclature	Yes
If Yes, number of years since when being taught in conventional mode	18
No. of Batch passed	15

Sr No :- 8

Name of Programme :- Business Administration/Commerce/ Management/Finance - Master of Business Administration - General

Year	2020-21
Academic system followed for proposed programme	Semester
Number of Credits	72
Whether Programme requires Practical or laboratory courses as a curricular requirement	No
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	28-08-2007
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	Yes
Date of Approval of Regulatory Authority (s) (DD-MM-YYYY) if applicable	28-11-2019
Regulatory bodies approval upload	View
Whether Proposed programme already being taught in Conventional/ODL mode with same nomenclature	Yes
If Yes, number of years since when being taught in conventional mode	41
No. of Batch passed	39

Sr No :- 9

Name of Programme :- Sciences - Bachelor of Computer Applications - NA

Year	2020-21
Academic system followed for proposed programme	Semester
Number of Credits	100
Whether Programme requires Practical or laboratory courses as a curricular requirement	Yes
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	08-01-2007
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	No
Whether Proposed programme already being taught in Conventional/ODL mode with same nomenclature	Yes
If Yes, number of years since when being taught in conventional mode	18
No. of Batch passed	15

Sr No :- 10

Name of Programme :- Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA

Year	2020-21
Academic system followed for proposed programme	Semester
Number of Credits	100
Whether Programme requires Practical or laboratory courses as a curricular requirement	No
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	08-01-2007
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	No
Whether Proposed programme already being taught in Conventional/ODL mode with same nomenclature	Yes
If Yes, number of years since when being taught in conventional mode	18
No. of Batch passed	15

Sr No :- 11

Name of Programme :- Business Administration/Commerce/ Management/Finance - Master of Commerce - NA

Year	2020-21
Academic system followed for proposed programme	Semester
Number of Credits	70
Whether Programme requires Practical or laboratory courses as a curricular requirement	No
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	08-01-2007
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	No
Whether Proposed programme already being taught in Conventional/ODL mode with same nomenclature	Yes
If Yes, number of years since when being taught in conventional mode	41
No. of Batch passed	39

Sr No :- 12

Name of Programme :- Arts/Humanities/Social Sciences - Masters of Arts - English

Year	2020-21
Academic system followed for proposed programme	Semester
Number of Credits	70
Whether Programme requires Practical or laboratory courses as a curricular requirement	No
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	08-01-2007
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	No
Whether Proposed programme already being taught in Conventional/ODL mode with same nomenclature	Yes
If Yes, number of years since when being taught in conventional mode	15
No. of Batch passed	13

Sr No :- 13

Name of Programme :- Business Administration/Commerce/ Management/Finance - Bachelor of Commerce - NA

Year	2020-21
Academic system followed for proposed programme	Semester
Number of Credits	99
Whether Programme requires Practical or laboratory courses as a curricular requirement	No
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	08-01-2007
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	No
Whether Proposed programme already being taught in Conventional/ODL mode with same nomenclature	Yes
If Yes, number of years since when being taught in conventional mode	41
No. of Batch passed	38

Sr No :- 14

Name of Programme :- Arts/Humanities/Social Sciences - Bachelor of Arts (Combination of 3 Subjects) - NA

Year	2020-21
Academic system followed for proposed programme	Semester
Number of Credits	97
Whether Programme requires Practical or laboratory courses as a curricular requirement	No
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	08-01-2007
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	No
Whether Proposed programme already being taught in Conventional/ODL mode with same nomenclature	Yes
If Yes, number of years since when being taught in conventional mode	41
No. of Batch passed	38

Course Details

Srno	Year	Name of Programme	Total Number of Courses in the Programme	Course Details
1	2020-21	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA	38	

Course Name	Covered Under Which Semester
Business English - Communication	1
Business Organization & Systems	1
Micro Economics	1
Business Accounting	1
Foundations of Mathematics and Statistics	1
Community Work-I / Career & Life Skills / Waste Ma	1
Business Statistics	2
Principles of Management	2
Macro Economics	2

Srno	Year	Name of Programme	Total Number of Courses in the Programme	Course Details

Course Name	Covered Under Which Semester
Management Accounting	2
Environmental Science	2
Community Work – II Swachha Bharat Abhiyan / Secto	2
Entrepreneurship Development	3
Organizational Behavior	3
Principles of Marketing	3
Introduction to Financial Management	3
Computer Applications for Business	3
Introduction to Business Analytics	3
Community Work - III / Start-up Management / Agro	3
Business Laws	4
Human Resource Management	4
International Business	4
Business Research	4
Business Ethics	4
Societal Concerns and NGO Operations	4
Community Work -IV / Basics of Taxation / Meditati	4
Introduction to Operations Research	5
Services Management	5
Consumer Behaviour	5
Elements of Financial Services	5
Project Work	5
Social Media Management / Road Safety & Management	5
Introduction to Strategic Management	6
Performance and Compensation Management	6
Enterprise Resource Planning (ERP)	6
Enhancing Personal & Professional Skills	6
Disaster Management	6
Business Ethics / Basics of Hospitality / Meditati	6

Srno	Year	Name of Programme	Total Number of Courses in the Programme	Course Details
2	2020-21	Business Administration/Commerce/ Management/Finance - Master of Business Administration - NA	27	

Course Name	Covered Under Which Semester
Management Concepts & Applications	1
Managerial Economics	1
Financial & Management Accounting	1
Organizational Behaviour	1
Statistical Techniques	1
Legal Aspects of Business	1
Soft Skills I / Waste Management/ Life Management Skills	1
Marketing Management	2
Financial Management	2
Human Resource Management	2
International Business	2
Production & Operations Management	2
Research Methodology	2
Event Management / Social Media Management / Current Affairs	2
Strategic Management	3
Entrepreneurship Development	3
Specialization - E-(i)	3
Specialization - E-(ii)	3
Specialization - E-(iii)	3
Specialization - E-(iv)	3
Data Analysis Using Software Tools (MS Excel) / Supply Chain Management / Introduction to Business Analytics	3
Specialization - E-(v)	4
Specialization - E-(vi)	4
Specialization - E-(vii)	4
Capstone Project	4
Data Analysis Using Software Tools (SPSS) / E- commerce Applications / Six Sigma	4
AICTE SWAYAM / NPTEL MOOC	4

Srno	Year	Name of Programme	Total Number of Courses in the Programme	Course Details
3	2020-21	Sciences - Bachelor of Computer Applications - NA	48	

Course Name	Covered Under Which Semester
Fundamentals of Information Technology	1
Algorithm and program Design	1
C Programming - I	1
Business Organization System	1
Business Mathematics	1
Lab on MS-Office Suite	1

Srno	Year	Name of Programme	Total Number of Courses in the Programme	Course Details

Course Name	Covered Under Which Semester
Lab on C Programming - I	1
General course-I: Community Work I / Career & Life Skills / Waste Management	1
Computer Organization and Architecture	2
DBMS I	2
C Programming - II	2
Financial Accounting	2
Principles of Management	2
Lab on C Programming - II	2
Environmental Studies	2
General Course II : Community Work II (Swacchh Bharat Abhiyan) / Sectoral Analysis / Smart Cities	2
Operating Systems	3
Software Engineering	3
DBMS II	3
Statistics	3
Multimedia Technology	3
Lab on Oracle and Multimedia	3
Lab on Linux Operating System	3
General Course III : Community Work III / Start up management / Agro Tourism	3
Computer Networks	4
Software Testing	4
Java Programming	4
Operations Research	4
Entrepreneurship Development	4
Lab on Java	4
Minor Project - I	4
General Course IV: Community work IV / Basics of Taxation / Meditation & Yoga	4
Introduction to the Internet Technologies	5
Object Oriented Analysis and Design	5
C# Programming	5
Graph Theory	5
Elective I	5
Lab on Internet Technology and C# Programming	5
Minor Project II	5
General Course V: Social Media Management / Road Safety and Management / Event Management	5

Srno	Year	Name of Programme	Total Number of Courses in the Programme	Course Details

Course Name	Covered Under Which Semester
Data warehousing and Data Mining	6
Web Programming	6
Software Project Management	6
Business Analytics	6
Elective II	6
Lab on Web Programming	6
Major Project	6
General Course VI: Business Ethics / Basics of Hospitality Management / Aptitude	6

Programme Compilance

Sr No :- 1

Name of Programme :- Sciences - Bachelor of Computer Applications - NA

Year	2020-21
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	Yes
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	Yes
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	25000
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes || 225
Whether 75% attendance in all the activities of the Online programme prior to end semester examination or term-end examination	Yes || 999
Whether any component of the Programme is offered as MOOCs	Yes
If yes, how much per cent. of the total course is being offered in a semester through the Online Learning courses/Massive open Online Courses	13
Science Programme	
No. of Learners enrolled in programmes in conventional mode	2249;
Proposed Intake in ODL Programmes	2249;

Sr No :- 2

Name of Programme :- Business Administration/Commerce/ Management/Finance - Master of Business Administration - NA

Year	2020-21
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	Yes
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	Yes
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	40000
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes || 230
Whether 75% attendance in all the activities of the Online programme prior to end semester examination or term-end examination	Yes || 840
Whether any component of the Programme is offered as MOOCs	Yes
If yes, how much per cent. of the total course is being offered in a semester through the Online Learning courses/Massive open Online Courses	4
Science Programme	
No. of Learners enrolled in programmes in conventional mode	;
Proposed Intake in ODL Programmes	;

Sr No :- 3

Name of Programme :- Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA

Year	2020-21
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	Yes
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	Yes
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	25000
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes || 288
Whether 75% attendance in all the activities of the Online programme prior to end semester examination or term-end examination	Yes || 999
Whether any component of the Programme is offered as MOOCs	Yes
If yes, how much per cent. of the total course is being offered in a semester through the Online Learning courses/Massive open Online Courses	16
Science Programme	
No. of Learners enrolled in programmes in conventional mode	;
Proposed Intake in ODL Programmes	;

Sr No :- 4

Name of Programme :- Business Administration/Commerce/ Management/Finance - Master of Business Administration - Executive

Year	2020-21
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	Yes
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	Yes
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	30000
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes || 162
Whether 75% attendance in all the activities of the Online programme prior to end semester examination or term-end examination	Yes || 593
Whether any component of the Programme is offered as MOOCs	Yes
If yes, how much per cent. of the total course is being offered in a semester through the Online Learning courses/Massive open Online Courses	11
Science Programme	
No. of Learners enrolled in programmes in conventional mode	;
Proposed Intake in ODL Programmes	;

Sr No :- 5

Name of Programme :- Business Administration/Commerce/ Management/Finance - Master of Business Administration - Human Resources

Year	2020-21
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	Yes
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	Yes
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	30000
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes || 162
Whether 75% attendance in all the activities of the Online programme prior to end semester examination or term-end examination	Yes || 593
Whether any component of the Programme is offered as MOOCs	Yes
If yes, how much per cent. of the total course is being offered in a semester through the Online Learning courses/Massive open Online Courses	11
Science Programme	
No. of Learners enrolled in programmes in conventional mode	;
Proposed Intake in ODL Programmes	;

Sr No :- 6

Name of Programme :- Arts/Humanities/Social Sciences - Master of Social Work - NA

Year	2020-21
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	Yes
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	Yes
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	12600
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes || 162
Whether 75% attendance in all the activities of the Online programme prior to end semester examination or term-end examination	No
Whether any component of the Programme is offered as MOOCs	Yes
If yes, how much per cent. of the total course is being offered in a semester through the Online Learning courses/Massive open Online Courses	18
Science Programme	
No. of Learners enrolled in programmes in conventional mode	;
Proposed Intake in ODL Programmes	;

Sr No :- 7

Name of Programme :- Sciences - Master of Computer Applications - NA

Year	2020-21
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	Yes
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	Yes
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	30000
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes || 162
Whether 75% attendance in all the activities of the Online programme prior to end semester examination or term-end examination	Yes || 593
Whether any component of the Programme is offered as MOOCs	Yes
If yes, how much per cent. of the total course is being offered in a semester through the Online Learning courses/Massive open Online Courses	12
Science Programme	
No. of Learners enrolled in programmes in conventional mode	744;
Proposed Intake in ODL Programmes	744;

Sr No :- 8

Name of Programme :- Business Administration/Commerce/ Management/Finance - Master of Business Administration - General

Year	2020-21
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	Yes
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	Yes
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	30000
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes || 162
Whether 75% attendance in all the activities of the Online programme prior to end semester examination or term-end examination	Yes || 593
Whether any component of the Programme is offered as MOOCs	Yes
If yes, how much per cent. of the total course is being offered in a semester through the Online Learning courses/Massive open Online Courses	11
Science Programme	
No. of Learners enrolled in programmes in conventional mode	;
Proposed Intake in ODL Programmes	;

Sr No :- 9

Name of Programme :- Sciences - Bachelor of Computer Applications - NA

Year	2020-21
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	Yes
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	Yes
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	20000
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes || 225
Whether 75% attendance in all the activities of the Online programme prior to end semester examination or term-end examination	Yes || 824
Whether any component of the Programme is offered as MOOCs	Yes
If yes, how much per cent. of the total course is being offered in a semester through the Online Learning courses/Massive open Online Courses	13
Science Programme	
No. of Learners enrolled in programmes in conventional mode	2249;
Proposed Intake in ODL Programmes	2249;

Sr No :- 10

Name of Programme :- Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA

Year	2020-21
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	Yes
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	Yes
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	15000
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes || 225
Whether 75% attendance in all the activities of the Online programme prior to end semester examination or term-end examination	Yes || 824
Whether any component of the Programme is offered as MOOCs	Yes
If yes, how much per cent. of the total course is being offered in a semester through the Online Learning courses/Massive open Online Courses	17
Science Programme	
No. of Learners enrolled in programmes in conventional mode	;
Proposed Intake in ODL Programmes	;

Sr No :- 11

Name of Programme :- Business Administration/Commerce/ Management/Finance - Master of Commerce - NA

Year	2020-21
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	Yes
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	Yes
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	4600
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes || 158
Whether 75% attendance in all the activities of the Online programme prior to end semester examination or term-end examination	Yes || 576
Whether any component of the Programme is offered as MOOCs	Yes
If yes, how much per cent. of the total course is being offered in a semester through the Online Learning courses/Massive open Online Courses	3
Science Programme	
No. of Learners enrolled in programmes in conventional mode	;
Proposed Intake in ODL Programmes	;

Sr No :- 12

Name of Programme :- Arts/Humanities/Social Sciences - Masters of Arts - English

Year	2020-21
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	Yes
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	Yes
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	4600
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes || 158
Whether 75% attendance in all the activities of the Online programme prior to end semester examination or term-end examination	Yes || 576
Whether any component of the Programme is offered as MOOCs	Yes
If yes, how much per cent. of the total course is being offered in a semester through the Online Learning courses/Massive open Online Courses	14
Science Programme	
No. of Learners enrolled in programmes in conventional mode	;
Proposed Intake in ODL Programmes	;

Sr No :- 13

Name of Programme :- Business Administration/Commerce/ Management/Finance - Bachelor of Commerce - NA

Year	2020-21
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	Yes
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	Yes
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	3800
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes || 223
Whether 75% attendance in all the activities of the Online programme prior to end semester examination or term-end examination	Yes || 815
Whether any component of the Programme is offered as MOOCs	Yes
If yes, how much per cent. of the total course is being offered in a semester through the Online Learning courses/Massive open Online Courses	7
Science Programme	
No. of Learners enrolled in programmes in conventional mode	;
Proposed Intake in ODL Programmes	;

Sr No :- 14

Name of Programme :- Arts/Humanities/Social Sciences - Bachelor of Arts (Combination of 3 Subjects) - NA

Year	2020-21
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	Yes
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	Yes
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	3800
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes || 218
Whether 75% attendance in all the activities of the Online programme prior to end semester examination or term-end examination	Yes || 799
Whether any component of the Programme is offered as MOOCs	Yes
If yes, how much per cent. of the total course is being offered in a semester through the Online Learning courses/Massive open Online Courses	5
Science Programme	
No. of Learners enrolled in programmes in conventional mode	;
Proposed Intake in ODL Programmes	;

Mode of Evaluation

Sr No :- 1

Name of Programme :- Sciences - Bachelor of Computer Applications - NA

Year	2020-21
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	30
Percentage of End-Semester(%)	70
Pass or Fail Criteria	40
Pass/Fail Criteria (% Pass Marks)	40
Mode of Examination	
Whether examination through Online(For ODL Programs)	
Examination Scheme Followed by HEI(For OL Programs)	Online

Sr No :- 2

Name of Programme :- Business Administration/Commerce/ Management/Finance - Master of Business Administration - NA

Year	2020-21
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	30
Percentage of End-Semester(%)	70
Pass or Fail Criteria	40
Pass/Fail Criteria (% Pass Marks)	40
Mode of Examination	
Whether examination through Online(For ODL Programs)	
Examination Scheme Followed by HEI(For OL Programs)	Online

Sr No :- 3

Name of Programme :- Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA

Year	2020-21
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	30
Percentage of End-Semester(%)	70
Pass or Fail Criteria	40
Pass/Fail Criteria (% Pass Marks)	40
Mode of Examination	
Whether examination through Online(For ODL Programs)	
Examination Scheme Followed by HEI(For OL Programs)	Online

Sr No :- 4

Name of Programme :- Business Administration/Commerce/ Management/Finance - Master of Business Administration - Executive

Year	2020-21
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	30
Percentage of End-Semester(%)	70
Pass or Fail Criteria	40
Pass/Fail Criteria (% Pass Marks)	40
Mode of Examination	
Whether examination through Online(For ODL Programs)	No
Examination Scheme Followed by HEI(For OL Programs)	

Sr No :- 5

Name of Programme :- Business Administration/Commerce/ Management/Finance - Master of Business Administration - Human Resources

Year	2020-21
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	30
Percentage of End-Semester(%)	70
Pass or Fail Criteria	40
Pass/Fail Criteria (% Pass Marks)	40
Mode of Examination	
Whether examination through Online(For ODL Programs)	No
Examination Scheme Followed by HEI(For OL Programs)	

Sr No :- 6

Name of Programme :- Arts/Humanities/Social Sciences - Master of Social Work - NA

Year	2020-21
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	30
Percentage of End-Semester(%)	70
Pass or Fail Criteria	40
Pass/Fail Criteria (% Pass Marks)	40
Mode of Examination	
Whether examination through Online(For ODL Programs)	No
Examination Scheme Followed by HEI(For OL Programs)	

Sr No :- 7

Name of Programme :- Sciences - Master of Computer Applications - NA

Year	2020-21
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	30
Percentage of End-Semester(%)	70
Pass or Fail Criteria	40
Pass/Fail Criteria (% Pass Marks)	40
Mode of Examination	
Whether examination through Online(For ODL Programs)	No
Examination Scheme Followed by HEI(For OL Programs)	

Sr No :- 8

Name of Programme :- Business Administration/Commerce/ Management/Finance - Master of Business Administration - General

Year	2020-21
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	30
Percentage of End-Semester(%)	70
Pass or Fail Criteria	40
Pass/Fail Criteria (% Pass Marks)	40
Mode of Examination	
Whether examination through Online(For ODL Programs)	No
Examination Scheme Followed by HEI(For OL Programs)	

Sr No :- 9

Name of Programme :- Sciences - Bachelor of Computer Applications - NA

Year	2020-21
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	30
Percentage of End-Semester(%)	70
Pass or Fail Criteria	40
Pass/Fail Criteria (% Pass Marks)	40
Mode of Examination	
Whether examination through Online(For ODL Programs)	No
Examination Scheme Followed by HEI(For OL Programs)	

Sr No :- 10

Name of Programme :- Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA

Year	2020-21
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	30
Percentage of End-Semester(%)	70
Pass or Fail Criteria	40
Pass/Fail Criteria (% Pass Marks)	40
Mode of Examination	
Whether examination through Online(For ODL Programs)	No
Examination Scheme Followed by HEI(For OL Programs)	

Sr No :- 11

Name of Programme :- Business Administration/Commerce/ Management/Finance - Master of Commerce - NA

Year	2020-21
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	30
Percentage of End-Semester(%)	70
Pass or Fail Criteria	40
Pass/Fail Criteria (% Pass Marks)	40
Mode of Examination	
Whether examination through Online(For ODL Programs)	No
Examination Scheme Followed by HEI(For OL Programs)	

Sr No :- 12

Name of Programme :- Arts/Humanities/Social Sciences - Masters of Arts - English

Year	2020-21
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	30
Percentage of End-Semester(%)	70
Pass or Fail Criteria	40
Pass/Fail Criteria (% Pass Marks)	40
Mode of Examination	
Whether examination through Online(For ODL Programs)	No
Examination Scheme Followed by HEI(For OL Programs)	

Sr No :- 13

Name of Programme :- Business Administration/Commerce/ Management/Finance - Bachelor of Commerce - NA

Year	2020-21
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	30
Percentage of End-Semester(%)	70
Pass or Fail Criteria	40
Pass/Fail Criteria (% Pass Marks)	40
Mode of Examination	
Whether examination through Online(For ODL Programs)	No
Examination Scheme Followed by HEI(For OL Programs)	

Sr No :- 14

Name of Programme :- Arts/Humanities/Social Sciences - Bachelor of Arts (Combination of 3 Subjects) - NA

Year	2020-21
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	30
Percentage of End-Semester(%)	70
Pass or Fail Criteria	40
Pass/Fail Criteria (% Pass Marks)	40
Mode of Examination	
Whether examination through Online(For ODL Programs)	No
Examination Scheme Followed by HEI(For OL Programs)	

PPR (Programme Project Report)

Srno	Name of Progrm	Other Details	
1	Arts/Humanities/Social Sciences - Bachelor of Arts (Combination of 3 Subjects) - NA	Year	2020-21
		Date of Approval of PPR	21-09-2017
		Upload of PPR	View
		Upload Approval of PPR	View

Srno	Name of Progrm	Other Details	
		Expected outcome	A] The programme learning outcomes relating to BA degree programme in English: • demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity • demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies. • display an ability to read and understand various literary genres and stylistic variations and write critically • cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture • demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources • display knowledge to cultivate a better understanding of values – both literary values that aide us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing • recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development • channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme • to enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India B] The programme learning outcomes relating to B.A. degree programme in Economics: • The behavioural patterns of different economic agents, advance theoretical issues and their applications. • Use the spoken and written word, graphs, and mathematics to present economic phenomena and arguments. • Able to use theoretical and empirical methods to analyze socio-economic issues. • Apply their knowledge and learning to engage in informed debate and to analyze and solve problem. • Develop critical thinking capacity. • Develop capability in using computer software for the purpose of research. • Delineate the fiscal policies designed for developed and developing economics. • Facilitate the historical developments in the economic thoughts propounded by different schools. • Learn the basic concept of monetary analysis and financial marketing in Indian financial markets. • Learn the development issues of Indian economy. • Acquaint with some basic concept of environmental economics along with the solution of the environmental problems.
		Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes
		Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
		Programme's mission & objectives	Yes
		Relevance of the program with HEI's Mission and Goals	Yes
		Nature of prospective target group of learners	Yes
		Instructional Design	Yes
		Procedure for admissions, curriculum transaction and evaluation	Yes
		Requirement of the laboratory support and Library Resources	Yes

Srno	Name of Progrm	Other Details	
		Cost estimate of the programme and the provisions	Yes
		Quality assurance mechanism and expected programme outcomes	Yes
		Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes

Srno	Name of Progrm	Other Details	
2	Business Administration/Commerce/ Management/Finance - Bachelor of Commerce - NA	Year	2020-21
		Date of Approval of PPR	21-09-2017
		Upload of PPR	View
		Upload Approval of PPR	View
		Expected outcome	B.Com. programme aims to equip students with the knowledge, skills and attitude to meet the challenges of the modern-day business organizations. The curriculum of B.Com. degree provides a carefully selected subject combination of Accounting, Economics, Finance, Management, Tax, Marketing and Corporate Law and other business-related subjects. The programme aims to nurture the students in intellectual, personal, interpersonal and social skills with a focus on Holistic Education and development to make informed and ethical decisions and equips graduates with the skills required to lead management position. This programme brings out reflective and scientific thinking in the students which makes them inquisitive and curious to get deep insights of the business world and tackle the complex situations with much knowledge and wisdom.
		Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes
		Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
		Programme's mission & objectives	Yes
		Relevance of the program with HEI's Mission and Goals	Yes
		Nature of prospective target group of learners	Yes
		Instructional Design	Yes
		Procedure for admissions, curriculum transaction and evaluation	Yes
		Requirement of the laboratory support and Library Resources	Yes
		Cost estimate of the programme and the provisions	Yes
		Quality assurance mechanism and expected programme outcomes	Yes
		Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes
3	Arts/Humanities/Social Sciences - Masters of Arts - English	Year	2020-21

Srno	Name of Progrm	Other Details	
		Date of Approval of PPR	21-09-2017
		Upload of PPR	View
		Upload Approval of PPR	View
		Expected outcome	Programme Learning Outcomes in MA English programme include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which students are able to demonstrate for the award of MA Degree in English Studies qualification. It is to develop expertise to: • explore the conditions and dimensions of empowering and transformative learning processes; • cultivateabilitytolookatandevaluateliterarytextsasafieldofstudyandaspartof the wider network of local and global culture; • describe and critique the differing approaches, perspectives, and models of English studies and how they impact the ways in which English Studies education is carried out in diverse settings; • design, conduct, analyze and present findings using diverse research tools and methods in order to create knowledge and awareness about English studies issues; • drawing on critical pedagogies, produce advocacy tools and curricular resources to be used in formal or non-formal educational contexts to address English language and literature; • identify diverse methodological tools and skills needed to conduct ethical research; • synthesize contextual understanding, reflective analysis, theoretical frameworks, and methodological training to inform the production of a thesis/report and field-based research projects; • provide grounding in research methods relevant to the advanced study of global issues and develop learner's ability to apply these skills appropriately in an individual dissertation; • provide opportunities for the development of practical skills necessary to work in organizations confronted by these challenges; • ensure comparability of learning levels and academic standard across universities; • focus on knowledge and skill for further study, empowerment and citizenship.
		Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes
		Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
		Programme's mission & objectives	Yes
		Relevance of the program with HEI's Mission and Goals	Yes
		Nature of prospective target group of learners	Yes
		Instructional Design	Yes
		Procedure for admissions, curriculum transaction and evaluation	Yes
		Requirement of the laboratory support and Library Resources	Yes

Srno	Name of Progrm	Other Details	
		Cost estimate of the programme and the provisions	Yes
		Quality assurance mechanism and expected programme outcomes	Yes
		Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes

Srno	Name of Progrm	Other Details
4	Business Administration/Commerce/ Management/Finance - Master of Commerce - NA	

Year	2020-21
Date of Approval of PPR	21-09-2017
Upload of PPR	View
Upload Approval of PPR	View
Expected outcome	M.Com. programme aims to equip students with the knowledge, skills and attitude to meet the challenges of the modern-day business organizations. The curriculum of M.Com. degree provides a carefully selected subject combination of Accounting, Economics, Finance, Management, Tax, Marketing and Corporate Law and other business-related subjects. The programme aims to nurture the students in intellectual, personal, interpersonal and social skills with a focus on Holistic Education and development to make informed and ethical decisions and equips graduates with the skills required to lead management position. This programme brings out reflective and scientific thinking in the students which makes them inquisitive and curious to get deep insights of the business world and tackle the complex situations with much knowledge and wisdom.
Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes
Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
Programme's mission & objectives	Yes
Relevance of the program with HEI's Mission and Goals	Yes
Nature of prospective target group of learners	Yes
Instructional Design	Yes
Procedure for admissions, curriculum transaction and evaluation	Yes
Requirement of the laboratory support and Library Resources	Yes
Cost estimate of the programme and the provisions	Yes
Quality assurance mechanism and expected programme outcomes	Yes
Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes

Srno	Name of Progrm	Other Details
5	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA	

Year	2020-21
Date of Approval of PPR	21-09-2017
Upload of PPR	View
Upload Approval of PPR	View
Expected outcome	At the end of the Programme the student should be able to: • Understand various concepts of Management Education. • Inculcate Entrepreneurial skills. • Work well in teams and understand coordination. • Develop all-round personality of the student. • Become capable of recognizing and resolving ethical issues. • Acquire strong foundation for their higher studies. • Cultivate thinking minds that are sensitive to societal needs and issues thus making them good human beings and responsible members of the society.
Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes
Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
Programme's mission & objectives	Yes
Relevance of the program with HEI's Mission and Goals	Yes
Nature of prospective target group of learners	Yes
Instructional Design	Yes
Procedure for admissions, curriculum transaction and evaluation	Yes
Requirement of the laboratory support and Library Resources	Yes
Cost estimate of the programme and the provisions	Yes
Quality assurance mechanism and expected programme outcomes	Yes
Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes

Srno	Name of Progrm	Other Details
6	Sciences - Bachelor of Computer Applications - NA	

Year	2020-21
Date of Approval of PPR	21-09-2017
Upload of PPR	View
Upload Approval of PPR	View
Expected outcome	At the end of the course the student should be able to: (a) Analyze problems and design effective and efficient software solutions. (b) Develop software under latest Application Development Environments. (c) Learn new technologies with ease and be productive at all times. (d) Read, write, and contribute to technical literature. (e) Work in teams. (f) Be a good citizen in all respects.
Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes
Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
Programme's mission & objectives	Yes
Relevance of the program with HEI's Mission and Goals	Yes
Nature of prospective target group of learners	Yes
Instructional Design	Yes
Procedure for admissions, curriculum transaction and evaluation	Yes
Requirement of the laboratory support and Library Resources	Yes
Cost estimate of the programme and the provisions	Yes
Quality assurance mechanism and expected programme outcomes	Yes
Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes

Srno	Name of Progrm	Other Details
7	Business Administration/Commerce/ Management/Finance - Master of Business Administration - General	

Year	2020-21
Date of Approval of PPR	21-09-2017
Upload of PPR	View
Upload Approval of PPR	View
Expected outcome	At the end of the course the student should be able to: • Analyze problems and come up with effective solutions to resolve them. • Learn new technologies with ease and be productive at all times • Read, write, and contribute to Business literature • To Develop Team Spirit. • Be a good citizen in all respects.
Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes
Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
Programme's mission & objectives	Yes
Relevance of the program with HEI's Mission and Goals	Yes
Nature of prospective target group of learners	Yes
Instructional Design	Yes
Procedure for admissions, curriculum transaction and evaluation	Yes
Requirement of the laboratory support and Library Resources	Yes
Cost estimate of the programme and the provisions	Yes
Quality assurance mechanism and expected programme outcomes	Yes
Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes

Srno	Name of Progrm	Other Details
8	Sciences - Master of Computer Applications - NA	

Year	2020-21
Date of Approval of PPR	21-09-2017
Upload of PPR	View
Upload Approval of PPR	View
Expected outcome	PO1: Computational Knowledge: Apply knowledge of computing fundamentals, mathematics and given domain to design appropriate models for a given problem and/or requirements. PO2: Problem Analysis: Apply fundamental knowledge of software engineering and various systems domain in order to analyze, identify, formulate and provide the solution to given problem. PO3: Design/Development of Solutions: Design and evaluate solutions, systems, modules and processes for specified set of needs with appropriate consideration of societal values and industry expectations. PO4: Conduct researching in Information Systems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions. PO5: Modern Tool Usage: Use of modern tools for delivering milestones like problem analysis, design, development, testing and deployment. PO6: Professional Ethics: Learn and inculcate professional ethics, cyber regulations, professional responsibilities and norms of professional computing world. PO7: Lifelong Learning: Acknowledge the need for continuous professional development and practice it through self-motivated, independent learning. PO8: Management Domain: Involving in projects development as individual or group to solve problems in various domains and environments using computational and management skills. PO9: Communication Efficacy: Demonstrate efficacy in verbal and non-verbal means of communication like reports, design documentation and presentations to elaborate about complex computing. PO10: Innovation and Entrepreneurship: Provide conducive environment for innovation and entrepreneurship leading to solutions for betterment of society

Srno	Name of Progrm	Other Details	
		Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes
		Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
		Programme's mission & objectives	Yes
		Relevance of the program with HEI's Mission and Goals	Yes
		Nature of prospective target group of learners	Yes
		Instructional Design	Yes
		Procedure for admissions, curriculum transaction and evaluation	Yes
		Requirement of the laboratory support and Library Resources	Yes
		Cost estimate of the programme and the provisions	Yes
		Quality assurance mechanism and expected programme outcomes	Yes
		Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes

Srno	Name of Progrm	Other Details
9	Arts/Humanities/Social Sciences - Master of Social Work - NA	

Year	2020-21
Date of Approval of PPR	21-09-2017
Upload of PPR	View
Upload Approval of PPR	View
Expected outcome	The degree of Master of Social Work is a professional Post-Graduate degree approved by Bharati Vidyapeeth (Deemed to be) University. The graduates have potentiality to professionally seek employment and make career in various positions in governmental, non governmental and UN agencies such as UNO, UNICEF, ILO, WHO, UNDPA, World Bank etc. The various areas for job placement are available in Rural development, Urban development, Tribal development and Women welfare. The social work subjects are useful for specially challenged persons, Correctional organizations, Family Courts, Hospital settings and industries. The student will hold positions as a Social Welfare officer, Labour officer, HR officer, Project officer, Social worker counseller etc. The MSW degree equips trainees to work as agents of change from grassroots level to policy levels
Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes
Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
Programme's mission & objectives	Yes
Relevance of the program with HEI's Mission and Goals	Yes
Nature of prospective target group of learners	Yes
Instructional Design	Yes
Procedure for admissions, curriculum transaction and evaluation	Yes
Requirement of the laboratory support and Library Resources	Yes
Cost estimate of the programme and the provisions	Yes
Quality assurance mechanism and expected programme outcomes	Yes
Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes

Srno	Name of Progrm	Other Details
10	Business Administration/Commerce/ Management/Finance - Master of Business Administration - Human Resources	

Year	2020-21
Date of Approval of PPR	21-09-2017
Upload of PPR	View
Upload Approval of PPR	View
Expected outcome	At the end of the course the student should be able to: • Analyze problems and design effective and efficient solutions • Learn new technologies with ease and be productive at all times • Read, write, and contribute to Business literature • To Develop Team Spirit and Leadership Capability. • Be a good citizen in all respects.
Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes
Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
Programme's mission & objectives	Yes
Relevance of the program with HEI's Mission and Goals	Yes
Nature of prospective target group of learners	Yes
Instructional Design	Yes
Procedure for admissions, curriculum transaction and evaluation	Yes
Requirement of the laboratory support and Library Resources	Yes
Cost estimate of the programme and the provisions	Yes
Quality assurance mechanism and expected programme outcomes	Yes
Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes

Srno	Name of Progrm	Other Details
11	Business Administration/Commerce/ Management/Finance - Master of Business Administration - Executive	

Year	2020-21
Date of Approval of PPR	21-09-2017
Upload of PPR	View
Upload Approval of PPR	View
Expected outcome	At the end of the course the student should be able to: • Analyze problems and come up with effective solutions to resolve them. • Learn new technologies with ease and be productive at all times • Read, write, and contribute to Business literature • To Develop Team Spirit. • Be a good citizen in all respects.
Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes
Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
Programme's mission & objectives	Yes
Relevance of the program with HEI's Mission and Goals	Yes
Nature of prospective target group of learners	Yes
Instructional Design	Yes
Procedure for admissions, curriculum transaction and evaluation	Yes
Requirement of the laboratory support and Library Resources	Yes
Cost estimate of the programme and the provisions	Yes
Quality assurance mechanism and expected programme outcomes	Yes
Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes

Srno	Name of Progrm	Other Details
12	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA	

Year	2020-21
Date of Approval of PPR	11-04-2019
Upload of PPR	View
Upload Approval of PPR	View
Expected outcome	At the end of the Programme the student should be able to: • Understand various concepts of Management Education. • Inculcate Entrepreneurial skills. • Work well in teams and understand coordination. • Develop all-round personality of the student. • Become capable of recognizing and resolving ethical issues. • Acquire strong foundation for their higher studies. • Cultivate thinking minds that are sensitive to societal needs and issues thus making them good human beings and responsible members of the society.
Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes
Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
Programme's mission & objectives	Yes
Relevance of the program with HEI's Mission and Goals	Yes
Nature of prospective target group of learners	Yes
Instructional Design	Yes
Procedure for admissions, curriculum transaction and evaluation	Yes
Requirement of the laboratory support and Library Resources	Yes
Cost estimate of the programme and the provisions	Yes
Quality assurance mechanism and expected programme outcomes	Yes
Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes

Srno	Name of Progrm	Other Details
13	Business Administration/Commerce/ Management/Finance - Master of Business Administration - NA	

Year	2020-21
Date of Approval of PPR	11-04-2019
Upload of PPR	View
Upload Approval of PPR	View
Expected outcome	On the successful completion of this Program a student shall be able to: 1. Apply the knowledge of management theories and practices to solve business problems. 2. Foster analytical and critical thinking abilities for data-based decision making. 3. Learn new technologies with ease and be productive at all times 4. Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business. 5. Read, write, and contribute to Business literature 6. Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.
Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes
Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
Programme's mission & objectives	Yes
Relevance of the program with HEI's Mission and Goals	Yes
Nature of prospective target group of learners	Yes
Instructional Design	Yes
Procedure for admissions, curriculum transaction and evaluation	Yes
Requirement of the laboratory support and Library Resources	Yes
Cost estimate of the programme and the provisions	Yes
Quality assurance mechanism and expected programme outcomes	Yes
Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes

Srno	Name of Progrm	Other Details
14	Sciences - Bachelor of Computer Applications - NA	

Year	2020-21
Date of Approval of PPR	13-10-2020
Upload of PPR	View
Upload Approval of PPR	View
Expected outcome	At the end of the course the student should be able to: (a) Analyze problems and design effective and efficient software solutions. (b) Develop software under latest Application Development Environments. (c) Learn new technologies with ease and be productive at all times. (d) Read, write, and contribute to technical literature. (e) Work in teams. (f) Be a good citizen in all respects.
Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes
Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
Programme's mission & objectives	Yes
Relevance of the program with HEI's Mission and Goals	Yes
Nature of prospective target group of learners	Yes
Instructional Design	Yes
Procedure for admissions, curriculum transaction and evaluation	Yes
Requirement of the laboratory support and Library Resources	Yes
Cost estimate of the programme and the provisions	Yes
Quality assurance mechanism and expected programme outcomes	Yes
Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes

SLM (Self Learning Material)

Srno	Name of Progrm	Other Details	Annexure	Details of Developments of SLM

Srno	Name of Progrm	Other Details	Annexure	Details of Developments of SLM
1	Arts/Humanities/Social Sciences - Bachelor of Arts (Combination of 3 Subjects) - NA			

Year	2020-21
Outline of the Syllabus	The B.A. Degree programme provides an opportunity to acquire advanced knowledge in the main areas of respective discipline and enhance the ability for better understanding the subject.
Whether SLM approved by Statutory Authority of HEI	Yes
Statutory bodies approval upload	View
When was it prepared	25-04-2018
Last Updated	04-02-2019
Name of the faculty who prepared SLM	Dr. Manoj Gujar
Designation	Assistant Professor
Department	Faculty of Arts, Social Science & Commerce
Reference of Self Learning Material	B.A. Semester IV Username: student.ba2 Password:10525773
Upload Sample SLM (Only Content Pages)	View
SLM Url	http://econnect.bvuict.in/econnect/

Annexure
Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:
Curriculum and Pedagogy:-Yes
Print Material :-Yes
Audio-Video Material :-Yes
Online Material:-Yes
Computer-based material:-Yes
Computer Disks:-Yes
Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:
Preparation of Learning Material:-Yes
Preparedness of Learning Material :-Yes
Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020
1 Year:-Yes
2 Year:-Yes
3 Year:-Yes

Development of SLM	In House Faculty and Outsourced
Percentage of SLM developed by In- House Faculty	76
Total Percentage of Outsourced ELM	24
Document of proof for Outsourced material	View
Approval of statutory authorities for outsourced material	View

Srno	Name of Progrm	Other Details	Annexure	Details of Developments of SLM
2	Business Administration/Commerce/ Management/Finance - Bachelor of Commerce - NA			

Year	2020-21
Outline of the Syllabus	The Bachelor of Commerce (B. Com.) of this University is developed considering the current industry needs in terms of skill sets demanded under new business environment and corporate expectations. As per the requirements of the market this course provides great skills in accounting, taxation and commercial legal terms. The course endows students with an ability to understand the commercial aspects of government, market and international standards. The sound knowledge of commerce related subjects empowers students to be great leaders and acquire a good status.
Whether SLM approved by Statutory Authority of HEI	Yes
Statutory bodies approval upload	View
When was it prepared	25-04-2018
Last Updated	09-02-2019
Name of the faculty who prepared SLM	Prof. V.N. Kadam
Designation	Associate Professor
Department	Faculty of Arts, Social Science & Commerce
Reference of Self Learning Material	B.Com Semster IV Username: student.bcom2 Password: 64050775
Upload Sample SLM (Only Content Pages)	View
SLM Url	http://econnect.bvuict.in/econnect/

Annexure
Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:
Curriculum and Pedagogy:-Yes
Print Material :-Yes
Audio-Video Material :-Yes
Online Material:-Yes
Computer-based material:-Yes
Computer Disks:-Yes
Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:
Preparation of Learning Material:-Yes
Preparedness of Learning Material :-Yes
Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020
1 Year:-Yes
2 Year:-Yes
3 Year:-Yes

Details of Developments of SLM	
Development of SLM	In House Faculty and Outsourced
Percentage of SLM developed by In- House Faculty	79
Total Percentage of Outsourced ELM	21
Document of proof for Outsourced material	View
Approval of statutory authorities for outsourced material	View

Srno	Name of Progrm	Other Details		Annexure	Details of Developments of SLM
3	Arts/Humanities/Social Sciences - Masters of Arts	Year	2020-21		

Srno	Name of Progrm	Other Details		Annexure	Details of Developments of SLM	
	- English	Outline of the Syllabus	The M.A. English degree course provides an opportunity to acquire advanced knowledge in the main areas of English as well as to enhance the ability for better understanding the subject.	**Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:**	Development of SLM	In House Faculty and Outsourced
		Whether SLM approved by Statutory Authority of HEI	Yes	Curriculum and Pedagogy:-Yes	Percentage of SLM developed by In- House Faculty	83
		Statutory bodies approval upload	View	Print Material :-Yes	Total Percentage of Outsourced ELM	17
		When was it prepared	25-04-2018	Audio-Video Material :-Yes	Document of proof for Outsourced material	View
		Last Updated	11-02-2019	Online Material:-Yes	Approval of statutory authorities for outsourced material	View
		Name of the faculty who prepared SLM	Dr. Vilas G. Salunke	Computer-based material:-Yes		
		Designation	Associate Professor	Computer Disks:-Yes		
		Department	Faculty of Arts, Social Science & Commerce	**Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:**		
		Reference of Self Learning Material	MA (English) Semester III Username: student.mae2 Password: 30214127	Preparation of Learning Material:-Yes		
		Upload Sample SLM (Only Content Pages)	View	Preparedness of Learning Material :-Yes		
		SLM Url	http://econnect.bvuict.in/econnect/	**Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020**		
				1 Year:-Yes		
				2 Year:-Yes		
				3 Year:-Not Applicable		

Srno	Name of Progrm	Other Details	Annexure	Details of Developments of SLM
4	Business Administration/Commerce/ Management/Finance - Master of Commerce - NA			

Year	2020-21
Outline of the Syllabus	The Master of Commerce (M. Com.) degree course structure and syllabus has a distinct objective to equip the students with the knowledge, skills and attitude to become more suitable for the present and emerging globalised job market. The courses are intended to impart intensive knowledge and training in the subject and help the students to acquire wider perspectives both for research and professional application. The syllabus has been designed student-centered where; there is flexibility for the students to have a greater choice of courses appropriate to their interest, needs and long term goals. The courses are offered with Choice Based Credit and Grade System thus facilitating the students to have core courses over the four semesters for mastering in the subject by acquiring required depth and at the same time to select non-core optional courses of his/her choice and based on his/her aptitude from any subject.
Whether SLM approved by Statutory Authority of HEI	Yes
Statutory bodies approval upload	View
When was it prepared	25-04-2018
Last Updated	16-02-2019
Name of the faculty who prepared SLM	Prof. D.H. Malve
Designation	Associate Professor
Department	Faculty of Arts, Social Science & Commerce
Reference of Self Learning Material	M.Com. Semster III Username: student.mcom2 Password: 15955088
Upload Sample SLM (Only Content Pages)	View
SLM Url	http://econnect.bvuict.in/econnect/

Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:

Curriculum and Pedagogy:-Yes

Print Material :-Yes

Audio-Video Material :-Yes

Online Material:-Yes

Computer-based material:-Yes

Computer Disks:-Yes

Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:

Preparation of Learning Material:-Yes

Preparedness of Learning Material :-Yes

Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020

1 Year:-Yes

2 Year:-Yes

3 Year:-Not Applicable

Development of SLM	In House Faculty and Outsourced
Percentage of SLM developed by In- House Faculty	73
Total Percentage of Outsourced ELM	27
Document of proof for Outsourced material	View
Approval of statutory authorities for outsourced material	View

Srno	Name of Progrm	Other Details	Annexure	Details of Developments of SLM
5	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA			

Year	2020-21
Outline of the Syllabus	The Bachelor of Business Administration (BBA) is designed to provide a strong practical understanding of the principles, theories, and tools necessary to succeed in businesses. The BBA programme focuses on imparting to students the ability to demonstrate leadership, understand human relationships, and problem-solving abilities essential for success in any business endeavour. While designing the BBA course, the above facts are considered and the requirements for higher studies and immediate employment are visualized. This effort is reflected in the Vision and Mission statements of the BBA programme.
Whether SLM approved by Statutory Authority of HEI	Yes
Statutory bodies approval upload	View
When was it prepared	25-04-2018
Last Updated	22-02-2019
Name of the faculty who prepared SLM	Dr. Shabana Memon
Designation	Assistant Professor
Department	Faculty of Management Studies
Reference of Self Learning Material	BBA Semester I Username: student.bba1 Password: 40836629
Upload Sample SLM (Only Content Pages)	View
SLM Url	http://econnect.bvuict.in/econnect/

Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:
Curriculum and Pedagogy:-Yes
Print Material :-Yes
Audio-Video Material :-Yes
Online Material:-Yes
Computer-based material:-Yes
Computer Disks:-Yes
Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:
Preparation of Learning Material:-Yes
Preparedness of Learning Material :-Yes
Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020
1 Year:-Yes
2 Year:-Yes
3 Year:-Yes

Development of SLM	In House Faculty and Outsourced
Percentage of SLM developed by In- House Faculty	90
Total Percentage of Outsourced ELM	10
Document of proof for Outsourced material	View
Approval of statutory authorities for outsourced material	View

Srno	Name of Progrm	Other Details	Annexure	Details of Developments of SLM
6	Sciences - Bachelor of Computer Applications - NA			

Year	2020-21
Outline of the Syllabus	The BCA Programme is a full time 100 Credits program offered by Bharati Vidyapeeth (Deemed to be University), Pune . The expectations and requirements of the Software Industry, immediately and in the near future, are visualized while designing the BCA programme
Whether SLM approved by Statutory Authority of HEI	Yes
Statutory bodies approval upload	View
When was it prepared	25-04-2018
Last Updated	22-02-2019
Name of the faculty who prepared SLM	Dr. R.V. Mahadik
Designation	Associate Professor
Department	Faculty of Management Studies
Reference of Self Learning Material	BCA Semester III Username: student.bca3 Password: 30366823
Upload Sample SLM (Only Content Pages)	View
SLM Url	http://econnect.bvuict.in/econnect/

Annexure
Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:
Curriculum and Pedagogy:-Yes
Print Material :-Yes
Audio-Video Material :-Yes
Online Material:-Yes
Computer-based material:-Yes
Computer Disks:-Yes
Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:
Preparation of Learning Material:-Yes
Preparedness of Learning Material :-Yes
Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020
1 Year:-Yes
2 Year:-Yes
3 Year:-Yes

Development of SLM	In House Faculty and Outsourced
Percentage of SLM developed by In- House Faculty	97
Total Percentage of Outsourced ELM	3
Document of proof for Outsourced material	View
Approval of statutory authorities for outsourced material	View

Srno	Name of Progrm	Other Details		Annexure	Details of Developments of SLM	
7	Business Administration/Commerce/	Year	2020-21			

Srno	Name of Progrm	Other Details		Annexure	Details of Developments of SLM	
	Management/Finance - Master of Business Administration - General	Outline of the Syllabus	The MBA (General) Program provides world class Business Education and develops dynamic managers, entrepreneurs and business leaders. The Program aims to enhance decision making capabilities of upcoming managers by imparting critical thinking and analytical abilities.	**Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:**	Development of SLM	In House Faculty and Outsourced
		Whether SLM approved by Statutory Authority of HEI	Yes		Percentage of SLM developed by In- House Faculty	79
		Statutory bodies approval upload	View	Curriculum and Pedagogy:-Yes	Total Percentage of Outsourced ELM	21
		When was it prepared	25-04-2018	Print Material :-Yes	Document of proof for Outsourced material	View
		Last Updated	21-02-2020	Audio-Video Material :-Yes	Approval of statutory authorities for outsourced material	View
		Name of the faculty who prepared SLM	Prof. S.C. Maindargi	Online Material:-Yes		
		Designation	Assistant Professor	Computer-based material:-Yes		
		Department	Faculty of Management Studies	Computer Disks:-Yes		
		Reference of Self Learning Material	MBA Semester IV Username:student.mba4 Password: 31766879	**Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:**		
		Upload Sample SLM (Only Content Pages)	View	Preparation of Learning Material:-Yes		
		SLM Url	http://econnect.bvuict.in/econnect/	Preparedness of Learning Material :-Yes		
				Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020		
				1 Year:-Yes		
				2 Year:-No		
				3 Year:-Not Applicable		

Srno	Name of Progrm	Other Details	Annexure	Details of Developments of SLM
8	Sciences - Master of Computer Applications - NA			

Year	2020-21
Outline of the Syllabus	The MCA Programme is designed to build a strong foundation for students to become proficient in all academic concepts and technical skills necessary to become an IT Professional.
Whether SLM approved by Statutory Authority of HEI	Yes
Statutory bodies approval upload	View
When was it prepared	25-04-2018
Last Updated	25-04-2018
Name of the faculty who prepared SLM	Dr. M.K. Patil
Designation	Assistant Professor
Department	Faculty of Management Studies
Reference of Self Learning Material	MCA Semester IV Username: student.mca4 Password: 72134578
Upload Sample SLM (Only Content Pages)	View
SLM Url	http://econnect.bvuict.in/econnect/

Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:
Curriculum and Pedagogy:-Yes
Print Material :-Yes
Audio-Video Material :-Yes
Online Material:-Yes
Computer-based material:-Yes
Computer Disks:-Yes
Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:
Preparation of Learning Material:-Yes
Preparedness of Learning Material :-Yes
Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020
1 Year:-Yes
2 Year:-No
3 Year:-Not Applicable

Development of SLM	In House Faculty
Percentage of SLM developed by In- House Faculty	100

Srno	Name of Progrm	Other Details	Annexure	Details of Developments of SLM
9	Arts/Humanities/Social Sciences - Master of Social Work - NA			

Year	2020-21
Outline of the Syllabus	The Master of Social Work (MSW) is a professional post graduate degree having potentiality to professionally seek employment and make carrier in various positions in governmental, non governmental and other organizations. The various areas for job placement are in rural development, urban development, tribal development, women and child development, welfare of specially challenged persons, correctional organizations, CSR projects, family courts etc. Master degree program equips trainees to work as agents of change grass roots level to policy level. The MSW course syllabus contains all academic learning related to this main focus. The students are thoroughly groomed in terms of mind-set, outlook and of course, knowledge. An assertive and transparent personality is what makes a complete and efficient social worker.
Whether SLM approved by Statutory Authority of HEI	Yes
Statutory bodies approval upload	View
When was it prepared	25-04-2018
Last Updated	25-04-2018
Name of the faculty who prepared SLM	Dr. Usha Verghese
Designation	Assistant Professor
Department	Faculty of Arts, Social Science & Commerce
Reference of Self Learning Material	MSW Semester IV Username: student.msw4
Upload Sample SLM (Only Content Pages)	View
SLM Url	http://econnect.bvuict.in/econnect/

Annexure
Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:
Curriculum and Pedagogy:-Yes
Print Material :-Yes
Audio-Video Material :-Yes
Online Material:-Yes
Computer-based material:-Yes
Computer Disks:-Yes
Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:
Preparation of Learning Material:-Yes
Preparedness of Learning Material :-Yes
Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020
1 Year:-Yes
2 Year:-Yes
3 Year:-Not Applicable

Development of SLM	In House Faculty and Outsourced
Percentage of SLM developed by In- House Faculty	69
Total Percentage of Outsourced ELM	31
Document of proof for Outsourced material	View
Approval of statutory authorities for outsourced material	View

Srno	Name of Progrm	Other Details	Annexure	Details of Developments of SLM
10	Business Administration/Commerce/ Management/Finance - Master of Business Administration - Human Resources			

Year	2020-21
Outline of the Syllabus	The MBA (HR) Program provides world class Business Education and develops dynamic managers, entrepreneurs and business leaders. The Program aims to enhance decision making capabilities of upcoming managers by imparting critical thinking and analytical abilities.
Whether SLM approved by Statutory Authority of HEI	Yes
Statutory bodies approval upload	View
When was it prepared	25-04-2018
Last Updated	21-02-2020
Name of the faculty who prepared SLM	Dr. Nargunde Amarja
Designation	Assistant Professor
Department	Faculty of Management Studies
Reference of Self Learning Material	MBA (HR) Semester IV Username=student.mbahr4 Password: 57584497
Upload Sample SLM (Only Content Pages)	View
SLM Url	http://econnect.bvuict.in/econnect/

Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:
Curriculum and Pedagogy:-Yes
Print Material :-Yes
Audio-Video Material :-Yes
Online Material:-Yes
Computer-based material:-Yes
Computer Disks:-Yes
Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:
Preparation of Learning Material:-Yes
Preparedness of Learning Material :-Yes
Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020
1 Year:-Yes
2 Year:-No
3 Year:-Not Applicable

Development of SLM	In House Faculty and Outsourced
Percentage of SLM developed by In- House Faculty	79
Total Percentage of Outsourced ELM	21
Document of proof for Outsourced material	View
Approval of statutory authorities for outsourced material	View

Srno	Name of Progrm	Other Details	Annexure	Details of Developments of SLM
11	Business Administration/Commerce/ Management/Finance - Master of Business Administration - Executive			

Year	2020-21
Outline of the Syllabus	The MBA (Executive) Program provides world class Business Education and develops dynamic managers, entrepreneurs and business leaders. The Program aims to enhance decision making capabilities of upcoming managers by imparting critical thinking and analytical abilities.
Whether SLM approved by Statutory Authority of HEI	Yes
Statutory bodies approval upload	View
When was it prepared	25-04-2018
Last Updated	21-02-2020
Name of the faculty who prepared SLM	Dr. Vinaod Ingawale
Designation	Professor
Department	Faculty of Management Studies
Reference of Self Learning Material	MBA (Executive) Semester IV Username: student.emba3 Password: 16055270
Upload Sample SLM (Only Content Pages)	View
SLM Url	http://econnect.bvuict.in/econnect/

Annexure
Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:
Curriculum and Pedagogy:-Yes
Print Material :-Yes
Audio-Video Material :-Yes
Online Material:-Yes
Computer-based material:-Yes
Computer Disks:-Yes
Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:
Preparation of Learning Material:-Yes
Preparedness of Learning Material :-Yes
Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020
1 Year:-Yes
2 Year:-No
3 Year:-Not Applicable

Development of SLM	In House Faculty and Outsourced
Percentage of SLM developed by In- House Faculty	79
Total Percentage of Outsourced ELM	21
Document of proof for Outsourced material	View
Approval of statutory authorities for outsourced material	View

E-Learning Material

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
1	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Business English - Communication	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Yes Preparedness of ELM (Semester 8) :- Yes	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	5	5
Quad II	5	5
Quad III	5	5
Quad IV	5	5

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
2	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Business Organization & Systems	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	5	5
Quad II	5	5
Quad III	5	5
Quad IV	5	5

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
3	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Micro Economics	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	5	5
Quad II	5	5
Quad III	5	5
Quad IV	5	5

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
4	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Business Accounting	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	5	5
Quad II	5	5
Quad III	5	5
Quad IV	5	5

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
5	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Foundations of Mathematics and Statistics	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	5	5
Quad II	5	5
Quad III	5	5
Quad IV	5	5

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
6	2020-21	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA	Community Work-I / Career & Life Skills / Waste Ma	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	3	3
Quad II	3	3
Quad III	3	3
Quad IV	3	3

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
7	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Business Statistics	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	5	5
Quad II	5	5
Quad III	5	5
Quad IV	5	5

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
8	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Principles of Management	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	5	5
Quad II	5	5
Quad III	5	5
Quad IV	5	5

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
9	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Macro Economics	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	5	5
Quad II	5	5
Quad III	5	5
Quad IV	5	5

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
10	2020-21	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA	Management Accounting	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>5</td><td>5</td></tr><tr><td>Quad II</td><td>5</td><td>5</td></tr><tr><td>Quad III</td><td>5</td><td>5</td></tr><tr><td>Quad IV</td><td>5</td><td>5</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
11	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Environmental Science	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	5	5
Quad II	5	5
Quad III	5	5
Quad IV	5	5

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
12	2020-21	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA	Community Work – II Swachha Bharat Abhiyan / Secto	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>3</td><td>3</td></tr><tr><td>Quad II</td><td>3</td><td>3</td></tr><tr><td>Quad III</td><td>3</td><td>3</td></tr><tr><td>Quad IV</td><td>3</td><td>3</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
13	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Entrepreneurship Development	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>5</td><td>5</td></tr><tr><td>Quad II</td><td>5</td><td>5</td></tr><tr><td>Quad III</td><td>5</td><td>5</td></tr><tr><td>Quad IV</td><td>5</td><td>5</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
14	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Organizational Behavior	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>5</td><td>5</td></tr><tr><td>Quad II</td><td>5</td><td>5</td></tr><tr><td>Quad III</td><td>5</td><td>5</td></tr><tr><td>Quad IV</td><td>5</td><td>5</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
15	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Principles of Marketing	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	5	5
Quad II	5	5
Quad III	5	5
Quad IV	5	5

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
16	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Introduction to Financial Management	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>5</td><td>5</td></tr><tr><td>Quad II</td><td>5</td><td>5</td></tr><tr><td>Quad III</td><td>5</td><td>5</td></tr><tr><td>Quad IV</td><td>5</td><td>5</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
17	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Computer Applications for Business	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>5</td><td>5</td></tr><tr><td>Quad II</td><td>5</td><td>5</td></tr><tr><td>Quad III</td><td>5</td><td>5</td></tr><tr><td>Quad IV</td><td>5</td><td>5</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
18	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Introduction to Business Analytics	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>5</td><td>5</td></tr><tr><td>Quad II</td><td>5</td><td>5</td></tr><tr><td>Quad III</td><td>5</td><td>5</td></tr><tr><td>Quad IV</td><td>5</td><td>5</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
19	2020-21	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA	Community Work - III / Start-up Management / Agro	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>3</td><td>3</td></tr><tr><td>Quad II</td><td>3</td><td>3</td></tr><tr><td>Quad III</td><td>3</td><td>3</td></tr><tr><td>Quad IV</td><td>3</td><td>3</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
20	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Management Concepts & Applications	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>6</td><td>6</td></tr><tr><td>Quad II</td><td>6</td><td>6</td></tr><tr><td>Quad III</td><td>6</td><td>6</td></tr><tr><td>Quad IV</td><td>6</td><td>6</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
21	2020-21	Business Administration/Commerce/ Management/Finance - Master of Business Administration - NA	Managerial Economics	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
22	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Financial & Management Accounting	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
23	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Organizational Behaviour	Yes	View	**No. of Module/ units** / **Ready out of total modules/ units in four Quadrant** Quad I: 6 / 6 Quad II: 6 / 6 Quad III: 6 / 6 Quad IV: 6 / 6	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	**Development of ELM**: In House Faculty **Percentage of ELM developed by In- House Faculty**: 100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
24	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Statistical Techniques	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>6</td><td>6</td></tr><tr><td>Quad II</td><td>6</td><td>6</td></tr><tr><td>Quad III</td><td>6</td><td>6</td></tr><tr><td>Quad IV</td><td>6</td><td>6</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
25	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Legal Aspects of Business	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>6</td><td>6</td></tr><tr><td>Quad II</td><td>6</td><td>6</td></tr><tr><td>Quad III</td><td>6</td><td>6</td></tr><tr><td>Quad IV</td><td>6</td><td>6</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
26	2020-21	Business Administration/Commerce/ Management/Finance - Master of Business Administration - NA	Soft Skills I / Waste Management/ Life Management Skills	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
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Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
27	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Marketing Management	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
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Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
28	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Financial Management	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>6</td><td>6</td></tr><tr><td>Quad II</td><td>6</td><td>6</td></tr><tr><td>Quad III</td><td>6</td><td>6</td></tr><tr><td>Quad IV</td><td>6</td><td>6</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
29	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Human Resource Management	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
30	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	International Business	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

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Quad IV	6	6

Development of ELM	In House Faculty
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Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
31	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Production & Operations Management	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>6</td><td>6</td></tr><tr><td>Quad II</td><td>6</td><td>6</td></tr><tr><td>Quad III</td><td>6</td><td>6</td></tr><tr><td>Quad IV</td><td>6</td><td>6</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

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32	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Research Methodology	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>6</td><td>6</td></tr><tr><td>Quad II</td><td>6</td><td>6</td></tr><tr><td>Quad III</td><td>6</td><td>6</td></tr><tr><td>Quad IV</td><td>6</td><td>6</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

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33	2020-21	Business Administration/Commerce/ Management/Finance - Master of Business Administration - NA	Event Management / Social Media Management / Current Affairs	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>6</td><td>6</td></tr><tr><td>Quad II</td><td>6</td><td>6</td></tr><tr><td>Quad III</td><td>6</td><td>6</td></tr><tr><td>Quad IV</td><td>6</td><td>6</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
34	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Strategic Management	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
35	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Entrepreneurship Development	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>6</td><td>6</td></tr><tr><td>Quad II</td><td>6</td><td>6</td></tr><tr><td>Quad III</td><td>6</td><td>6</td></tr><tr><td>Quad IV</td><td>6</td><td>6</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
36	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Specialization - E-(i)	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>6</td><td>6</td></tr><tr><td>Quad II</td><td>6</td><td>6</td></tr><tr><td>Quad III</td><td>6</td><td>6</td></tr><tr><td>Quad IV</td><td>6</td><td>6</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
37	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Specialization - E-(ii)	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>6</td><td>6</td></tr><tr><td>Quad II</td><td>6</td><td>6</td></tr><tr><td>Quad III</td><td>6</td><td>6</td></tr><tr><td>Quad IV</td><td>6</td><td>6</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
38	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Specialization - E-(iii)	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>6</td><td>6</td></tr><tr><td>Quad II</td><td>6</td><td>6</td></tr><tr><td>Quad III</td><td>6</td><td>6</td></tr><tr><td>Quad IV</td><td>6</td><td>6</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
39	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Specialization - E-(iv)	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>6</td><td>6</td></tr><tr><td>Quad II</td><td>6</td><td>6</td></tr><tr><td>Quad III</td><td>6</td><td>6</td></tr><tr><td>Quad IV</td><td>6</td><td>6</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
40	2020-21	Business Administration/Commerce/ Management/Finance - Master of Business Administration - NA	Data Analysis Using Software Tools (MS Excel) / Supply Chain Management / Introduction to Business Analytics	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- Not applicable Preparedness of ELM (Semester 6) :- Not applicable Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
41	2020-21	Sciences - Bachelor of Computer Applications - NA	Fundamentals of Information Technology	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
42	2020-21	Sciences - Bachelor of Computer Applications - NA	Algorithm and program Design	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
43	2020-21	Sciences - Bachelor of Computer Applications - NA	C Programming - I	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
44	2020-21	Sciences - Bachelor of Computer Applications - NA	Business Organization System	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>6</td><td>6</td></tr><tr><td>Quad II</td><td>6</td><td>6</td></tr><tr><td>Quad III</td><td>6</td><td>6</td></tr><tr><td>Quad IV</td><td>6</td><td>6</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
45	2020-21	Sciences - Bachelor of Computer Applications - NA	Business Mathematics	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
46	2020-21	Sciences - Bachelor of Computer Applications - NA	Lab on MS-Office Suite	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
47	2020-21	Sciences - Bachelor of Computer Applications - NA	Lab on C Programming - I	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
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Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
48	2020-21	Sciences - Bachelor of Computer Applications - NA	General course-I: Community Work I / Career & Life Skills / Waste Management	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	3	3
Quad II	3	3
Quad III	3	3
Quad IV	3	3

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
49	2020-21	Sciences - Bachelor of Computer Applications - NA	Computer Organization and Architecture	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
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Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
50	2020-21	Sciences - Bachelor of Computer Applications - NA	DBMS I	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

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Quad I	6	6
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Development of ELM	In House Faculty
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Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
51	2020-21	Sciences - Bachelor of Computer Applications - NA	C Programming - II	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>6</td><td>6</td></tr><tr><td>Quad II</td><td>6</td><td>6</td></tr><tr><td>Quad III</td><td>6</td><td>6</td></tr><tr><td>Quad IV</td><td>6</td><td>6</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
52	2020-21	Sciences - Bachelor of Computer Applications - NA	Financial Accounting	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
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Development of ELM	In House Faculty
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Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
53	2020-21	Sciences - Bachelor of Computer Applications - NA	Principles of Management	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

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Quad II	6	6
Quad III	6	6
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Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
54	2020-21	Sciences - Bachelor of Computer Applications - NA	Lab on C Programming - II	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
55	2020-21	Sciences - Bachelor of Computer Applications - NA	Environmental Studies	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>6</td><td>6</td></tr><tr><td>Quad II</td><td>6</td><td>6</td></tr><tr><td>Quad III</td><td>6</td><td>6</td></tr><tr><td>Quad IV</td><td>6</td><td>6</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
56	2020-21	Sciences - Bachelor of Computer Applications - NA	General Course II : Community Work II (Swacchh Bharat Abhiyan) / Sectoral Analysis / Smart Cities	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	3	3
Quad II	3	3
Quad III	3	3
Quad IV	3	3

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
57	2020-21	Sciences - Bachelor of Computer Applications - NA	Operating Systems	Yes	View	<table><tr><th></th><th>No. of Module/ units</th><th>Ready out of total modules/ units in four Quadrant</th></tr><tr><td>Quad I</td><td>6</td><td>6</td></tr><tr><td>Quad II</td><td>6</td><td>6</td></tr><tr><td>Quad III</td><td>6</td><td>6</td></tr><tr><td>Quad IV</td><td>6</td><td>6</td></tr></table>	Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	<table><tr><td>**Development of ELM**</td><td>In House Faculty</td></tr><tr><td>**Percentage of ELM developed by In- House Faculty**</td><td>100</td></tr></table>

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
58	2020-21	Sciences - Bachelor of Computer Applications - NA	Software Engineering	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
59	2020-21	Sciences - Bachelor of Computer Applications - NA	DBMS II	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
60	2020-21	Sciences - Bachelor of Computer Applications - NA	Statistics	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
61	2020-21	Sciences - Bachelor of Computer Applications - NA	Multimedia Technology	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
62	2020-21	Sciences - Bachelor of Computer Applications - NA	Lab on Oracle and Multimedia	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
63	2020-21	Sciences - Bachelor of Computer Applications - NA	Lab on Linux Operating System	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	6	6
Quad II	6	6
Quad III	6	6
Quad IV	6	6

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM
64	2020-21	Sciences - Bachelor of Computer Applications - NA	General Course III : Community Work III / Start up management / Agro Tourism	Yes	View		Preparedness of ELM (Semester 1) :- Yes Preparedness of ELM (Semester 2) :- Yes Preparedness of ELM (Semester 3) :- Yes Preparedness of ELM (Semester 4) :- No Preparedness of ELM (Semester 5) :- No Preparedness of ELM (Semester 6) :- No Preparedness of ELM (Semester 7) :- Not applicable Preparedness of ELM (Semester 8) :- Not applicable	

	No. of Module/ units	Ready out of total modules/ units in four Quadrant
Quad I	3	3
Quad II	3	3
Quad III	3	3
Quad IV	3	3

Development of ELM	In House Faculty
Percentage of ELM developed by In- House Faculty	100

Learning Management System (LMS)

Counselling Process

Mode of Counselling :- Online Contact Session

Brief describe the provision in LMS to be used by HEI :- SWAYAM Portal is in Use as LMS

Briefly write how the Learning Management System (LMS) will ensure the following: (provide a demo link, if available) :-

https://online-degree.swayam.gov.in/bvp20_d01_s1_mg01/preview

Assessment mechanism	Online (Assignment Based)
Identified technological interface and interoperability	SWAYAM
Learner’s Authentication Requirements	Yes through Login Credentials (Aadhar Card for Indian Students and Passport for Foreign Students)

Learner Registration - through a web application	Yes
Active Engagement of the Learners along with Analytics for active engagement of learners and Reporting	Yes
Payment Gateway –using Digital Payment system	Yes
Tracking the delivery of a Course or programme	Yes
Technical Know-how or Skills Requirements	Yes

Learning Platform

Learning Platform :- SWAYAM

Provide details for sample module/unit :- Management Concepts & Applications Username:bvp20-d01-s1-mg01@swayam2.ac.in Password: jaquelynehatcher

URL :- https://online-degree.swayam.gov.in/bvp20_d01_s1_m

Briefly write on ICT facilities available/ to be ready dedicated for the implementation of Online Courses :-

Video Record, Editing, Uploading required software's for Teaching, Learning and Evaluation are available.

Examination Centre

Srno	It is certified that all the activities .	Name of Centre	Address of Centre / City/ Pin Code/ State	Briefly write on the methods and steps to be adopted for conduct of examination to ensure security, transparency & credibility of examination	Whether Examination centre fulfills all the requirement mentioned in Annexure II	A) Proposed Examination Centre for term end examinatino for ODL programme for Upcoming Academic Years
1	Yes	Yashwantrao Mohite College of Arts, Science and Co	Erandwane, Paud Road-Pune-411038-Maharashtra	Bharati Vidyapeeth (Deemed to be University) Pune conducting examinations through Examinations Department headed by Controller of Examinations. Question paper setting is done by In-house and outside faculties appointed by Controller of Examinations. All Examinations are conducted at our Learner Support Centers (Off Campuses Approved by Govt. of India) under the superviosn of Custodian and Sr. Supervisors. Assessment of answer sheets by In-house and outside faculties under superviosn of CAP Directors at CAP centres approved by Controller of Examinations. Results are declared by the Controller of Examinations.	Yes	1 Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations — Yes 2 Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations — Yes 3 Provision of CCTV Cameras — Yes 4 Provision of Bio-metric attendance — Yes 5 Provision of Video recording — Yes

Srno	It is certified that all the activities .	Name of Centre	Address of Centre / City/ Pin Code/ State	Briefly write on the methods and steps to be adopted for conduct of examination to ensure security, transparency & credibility of examination	Whether Examination centre fulfills all the requirement mentioned in Annexure II	A) Proposed Examination Centre for term end examinatino for ODL programme for Upcoming Academic Years
2	Yes	New Law College Pune	Erandwane, Paud Road-Pune-411038-Maharashtra	Bharati Vidyapeeth (Deemed to be University) Pune conducting examinations through Examinations Department headed by Controller of Examinations. Question paper setting is done by In-house and outside faculties appointed by Controller of Examinations. All Examinations are conducted at our Learner Support Centers (Off Campuses Approved by Govt. of India) under the superviosn of Custodian and Sr. Supervisors. Assessment of answer sheets by In-house and outside faculties under superviosn of CAP Directors at CAP centres approved by Controller of Examinations. Results are declared by the Controller of Examinations.	Yes	1 Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations — Yes 2 Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations — Yes 3 Provision of CCTV Cameras — Yes 4 Provision of Bio-metric attendance — Yes 5 Provision of Video recording — Yes
3	Yes	Social Science Centre (M.S.W.) Pune	Erandwane, Paud Road-Pune-411038-Maharashtra	Bharati Vidyapeeth (Deemed to be University) Pune conducting examinations through Examinations Department headed by Controller of Examinations. Question paper setting is done by In-house and outside faculties appointed by Controller of Examinations. All Examinations are conducted at our Learner Support Centers (Off Campuses Approved by Govt. of India) under the superviosn of Custodian and Sr. Supervisors. Assessment of answer sheets by In-house and outside faculties under superviosn of CAP Directors at CAP centres approved by Controller of Examinations. Results are declared by the Controller of Examinations.	Yes	1 Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations — Yes 2 Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations — Yes 3 Provision of CCTV Cameras — Yes 4 Provision of Bio-metric attendance — Yes 5 Provision of Video recording — Yes

Srno	It is certified that all the activities .	Name of Centre	Address of Centre / City/ Pin Code/ State	Briefly write on the methods and steps to be adopted for conduct of examination to ensure security, transparency & credibility of examination	Whether Examination centre fulfills all the requirement mentioned in Annexure II	A) Proposed Examination Centre for term end examinatino for ODL programme for Upcoming Academic Years
4	Yes	Institute of Management & Entrepreneurship Develop	Erandwane, Paud Road-Pune-411038-Maharashtra	Bharati Vidyapeeth (Deemed to be University) Pune conducting examinations through Examinations Department headed by Controller of Examinations. Question paper setting is done by In-house and outside faculties appointed by Controller of Examinations. All Examinations are conducted at our Learner Support Centers (Off Campuses Approved by Govt. of India) under the superviosn of Custodian and Sr. Supervisors. Assessment of answer sheets by In-house and outside faculties under superviosn of CAP Directors at CAP centres approved by Controller of Examinations. Results are declared by the Controller of Examinations.	Yes	1 Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations — Yes 2 Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations — Yes 3 Provision of CCTV Cameras — Yes 4 Provision of Bio-metric attendance — Yes 5 Provision of Video recording — Yes
5	Yes	Institute of Management & Research	A-4, Rohtak Road, NH-10, Opp. Ordanance Depot-New Delhi-110063-Delhi	Bharati Vidyapeeth (Deemed to be University) Pune conducting examinations through Examinations Department headed by Controller of Examinations. Question paper setting is done by In-house and outside faculties appointed by Controller of Examinations. All Examinations are conducted at our Learner Support Centers (Off Campuses Approved by Govt. of India) under the superviosn of Custodian and Sr. Supervisors. Assessment of answer sheets by In-house and outside faculties under superviosn of CAP Directors at CAP centres approved by Controller of Examinations. Results are declared by the Controller of Examinations.	Yes	1 Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations — Yes 2 Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations — Yes 3 Provision of CCTV Cameras — Yes 4 Provision of Bio-metric attendance — Yes 5 Provision of Video recording — Yes

Srno	It is certified that all the activities .	Name of Centre	Address of Centre / City/ Pin Code/ State	Briefly write on the methods and steps to be adopted for conduct of examination to ensure security, transparency & credibility of examination	Whether Examination centre fulfills all the requirement mentioned in Annexure II	A) Proposed Examination Centre for term end examinatino for ODL programme for Upcoming Academic Years
6	Yes	Institute of Management Studies & Research	Sector No-8,-Navi Mumbai-400614-Maharashtra	Bharati Vidyapeeth (Deemed to be University) Pune conducting examinations through Examinations Department headed by Controller of Examinations. Question paper setting is done by In-house and outside faculties appointed by Controller of Examinations. All Examinations are conducted at our Learner Support Centers (Off Campuses Approved by Govt. of India) under the superviosn of Custodian and Sr. Supervisors. Assessment of answer sheets by In-house and outside faculties under superviosn of CAP Directors at CAP centres approved by Controller of Examinations. Results are declared by the Controller of Examinations.	Yes	1 Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations — Yes 2 Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations — Yes 3 Provision of CCTV Cameras — Yes 4 Provision of Bio-metric attendance — Yes 5 Provision of Video recording — Yes
7	Yes	Institute of Management	Kadamwadi,-Kolhapur-416003-Maharashtra	Bharati Vidyapeeth (Deemed to be University) Pune conducting examinations through Examinations Department headed by Controller of Examinations. Question paper setting is done by In-house and outside faculties appointed by Controller of Examinations. All Examinations are conducted at our Learner Support Centers (Off Campuses Approved by Govt. of India) under the superviosn of Custodian and Sr. Supervisors. Assessment of answer sheets by In-house and outside faculties under superviosn of CAP Directors at CAP centres approved by Controller of Examinations. Results are declared by the Controller of Examinations.	Yes	1 Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations — Yes 2 Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations — Yes 3 Provision of CCTV Cameras — Yes 4 Provision of Bio-metric attendance — Yes 5 Provision of Video recording — Yes

Srno	It is certified that all the activities .	Name of Centre	Address of Centre / City/ Pin Code/ State	Briefly write on the methods and steps to be adopted for conduct of examination to ensure security, transparency & credibility of examination	Whether Examination centre fulfills all the requirement mentioned in Annexure II	A) Proposed Examination Centre for term end examinatino for ODL programme for Upcoming Academic Years
8	Yes	Yashwantrao Mohite Institute of Management	Sr. No. 114/2A, Venkateshnagar, Koyana Vasahat, Pu-Karad-415539-Maharashtra	Bharati Vidyapeeth (Deemed to be University) Pune conducting examinations through Examinations Department headed by Controller of Examinations. Question paper setting is done by In-house and outside faculties appointed by Controller of Examinations. All Examinations are conducted at our Learner Support Centers (Off Campuses Approved by Govt. of India) under the superviosn of Custodian and Sr. Supervisors. Assessment of answer sheets by In-house and outside faculties under superviosn of CAP Directors at CAP centres approved by Controller of Examinations. Results are declared by the Controller of Examinations.	Yes	1 Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations — Yes 2 Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations — Yes 3 Provision of CCTV Cameras — Yes 4 Provision of Bio-metric attendance — Yes 5 Provision of Video recording — Yes
9	Yes	Institute of Management & Rural Development Admini	Rajwada Chowk,-Sangli-416416-Maharashtra	Bharati Vidyapeeth (Deemed to be University) Pune conducting examinations through Examinations Department headed by Controller of Examinations. Question paper setting is done by In-house and outside faculties appointed by Controller of Examinations. All Examinations are conducted at our Learner Support Centers (Off Campuses Approved by Govt. of India) under the superviosn of Custodian and Sr. Supervisors. Assessment of answer sheets by In-house and outside faculties under superviosn of CAP Directors at CAP centres approved by Controller of Examinations. Results are declared by the Controller of Examinations.	Yes	1 Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations — Yes 2 Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations — Yes 3 Provision of CCTV Cameras — Yes 4 Provision of Bio-metric attendance — Yes 5 Provision of Video recording — Yes

Srno	It is certified that all the activities .	Name of Centre	Address of Centre / City/ Pin Code/ State	Briefly write on the methods and steps to be adopted for conduct of examination to ensure security, transparency & credibility of examination	Whether Examination centre fulfills all the requirement mentioned in Annexure II	A) Proposed Examination Centre for term end examinatino for ODL programme for Upcoming Academic Years
10	Yes	Abhijit Kadam Institute of Management & Social Sci	Bijapur Road,- Solapur-413004- Maharashtra	Bharati Vidyapeeth (Deemed to be University) Pune conducting examinations through Examinations Department headed by Controller of Examinations. Question paper setting is done by In-house and outside faculties appointed by Controller of Examinations. All Examinations are conducted at our Learner Support Centers (Off Campuses Approved by Govt. of India) under the superviosn of Custodian and Sr. Supervisors. Assessment of answer sheets by In-house and outside faculties under superviosn of CAP Directors at CAP centres approved by Controller of Examinations. Results are declared by the Controller of Examinations.	Yes	1 Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure IV of ODL Regulations — Yes 2 Whether the examination centre is located as per clause 13 (7) of Part IV of Regulations — Yes 3 Provision of CCTV Cameras — Yes 4 Provision of Bio-metric attendance — Yes 5 Provision of Video recording — Yes

Off Campus approved by the Government of India

Srno	Name of Centre	Address of Centre	City	District	Pin Code	State	Upload notification published in the Official Gazette
1	Yashwantrao Mohite College of Arts, Science and Co	Address - 1 :- Erandwane, Paud Road Address -2 :- Pune	Pune	Pune	411038	20	View
2	Social Science Centre (M.S.W.) Pune	Address - 1 :- Erandwane, Paud Road Address -2 :- Pune	Pune	Pune	411038	20	View
3	New Law College Pune	Address - 1 :- Erandwane, Paud Road Address -2 :- Pune	Pune	Pune	411038	20	View
4	Institute of Management & Research	Address - 1 :- A-4, Rohtak Road, NH-10, Opp. Ordanance Depot Address -2 :- Paschim Vihar Ext.,	New Delhi	New Delhi	110063	10	View
5	Institute of Management Studies & Research	Address - 1 :- Sector No-8, Address -2 :- C.B.D. Belapur,	Navi Mumbai	Thane	400614	20	View
6	Institute of Management	Address - 1 :- Kadamwadi, Address -2 :- Kolhapur	Kolhapur	Kolhapur	416003	20	View
7	Yashwantrao Mohite Institute of Management	Address - 1 :- Sr. No. 114/2A, Venkateshnagar, Address -2 :- Koyana Vasahat,	Karad	Satara	415539	20	View
8	Institute of Management & Rural Development Admini	Address - 1 :- Rajwada Chowk, Address -2 :- Sangli	Sangli	Sangli	416416	20	View

Srno	Name of Centre	Address of Centre	City	District	Pin Code	State	Upload notification published in the Official Gazette
9	Institute of Management & Entrepreneurship Develop	Address - 1 :- Erandwane, Paud Road Address -2 :- Pune	Pune	Pune	411038	20	View
10	Abhijit Kadam Institute of Management & Social Sci	Address - 1 :- Bijapur Road, Address -2 :- Jule Solapur	Solapur	Solapur	413004	20	View

Human Resources Information

Academic Staff for ODL Programmes	
Type of Staff *	**No. of Staff Exclusively of ODL***
Head / Professor	1
Associate Professor	1
Assistant Professor	16
Academic Staff for OL Programmes	**No. of Staff Exclusively of OL***
Programme Coordinator	3
Course Coordinator	54
Course Mentor	10

Administrative Staff for ODL Programmes	
Type of Staff *	**Total No. of Staff Exclusively for ODL**
Deputy Registrar	1
Assistant Registrar	1
Section Officer	1
Assistants	2
Computer Operators	2
Class-IV / Mult Tasking Staff	2
Technical / Professional	1
NA	0
Administrative Staff for OL Programmes	
Deputy Director	1
Assistant Director	1
Technical Manager (Production)	1
Technical Associate (Audio-Video Recording and Editing)	1
Technical Assistant (Audio-Video Editing)	2
Technical Manager (LMS and Data Management)	1
Technical Assistant (LMS and Data Management)	2
Technical Manager (Admission, Examination and Result)	1

Administrative Staff for ODL Programmes	
Type of Staff *	**Total No. of Staff Exclusively for ODL**
Technical Assistant (Admission, Examination and Result)	2
Examinar(s)	3
NA	0

Faculty Details for ODL

Srno	Year	Academic Session	Name of Programmes	Faculty
1	2020-21	January	Arts/Humanities/Social Sciences - Bachelor of Arts (Combination of 3 Subjects) - NA Arts/Humanities/Social Sciences - Masters of Arts - English	**Name of faculty** / **Designation** / **Phone** / **Email** Dr. Vaibhav Dhamal / Assistant Professor / 9921968686 / vaibhav.dhamal@bharatividyapeeth.edu Dr. S.H. Mohite / Assistant Professor / 8508127777 / shmohite@bharatividyapeeth.edu Ms. Priyanka Patwardhan / Assistant Professor / 8999515217 / priyanka.patwardhan@bharatividyapeeth.edu
2	2020-21	January	Business Administration/Commerce/ Management/Finance - Bachelor of Commerce - NA Business Administration/Commerce/ Management/Finance - Master of Commerce - NA	**Name of faculty** / **Designation** / **Phone** / **Email** Dr. S.T. Suryawanshi / Assistant Professor / 9881490049 / suresh.suryawanshi@gmail.com Mr. V.S. Jadhav / Assistant Professor / 8668530180 / virajjadhav100@gmail.com Dr. Akash Yadav / Assistant Professor / 9850777073 / akash.yadav@bharatividyapeeth.edu
3	2020-21	January	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA Business Administration/Commerce/ Management/Finance - Master of Business Administration - General	**Name of faculty** / **Designation** / **Phone** / **Email** Dr. R.A. Mohite / Assistant Professor / 9890199936 / rajendra.mohite@bharatividyapeeth.edu Dr. Vijay Phalke / Assistant Professor / 9860844101 / vijay.phalke@bharatividyapeeth.edu Dr. A.R. Deshmukh / Associate Professor / 9810466629 / amarsuja@yahoo.com
4	2020-21	January	Sciences - Bachelor of Computer Applications - NA Sciences - Master of Computer Applications - NA	**Name of faculty** / **Designation** / **Phone** / **Email** Dr. V.N. More / Assistant Professor / 9923391125 / vikramnmore@gmail.com Dr. P.M. kadam / Assistant Professor / 9011042993 / pramod.kadam@bharatividyapeeth.edu Ms. Sangita Patil / Assistant Professor / 9561749215 / sangeeta.g.patil@bharatividyapeeth.edu

Srno	Year	Academic Session	Name of Programmes	Faculty
5	2020-21	January	Business Administration/Commerce/ Management/Finance - Master of Business Administration - Human Resources Business Administration/Commerce/ Management/Finance - Master of Business Administration - Executive	
6	2020-21	January	Arts/Humanities/Social Sciences - Master of Social Work - NA	

Name of faculty	Designation	Phone	Email
Dr. Savneet Sachar	Assistant Professor	9599170859	savneet_sachar@yahoo.co.in
Ms. Megha Sehgal	Assistant Professor	9654236872	ms16091991@gmail.com
Mr. Yashwant Kumar	Assistant Professor	9899025905	yashwant434@gmail.com

Name of faculty	Designation	Phone	Email
Dr. Sucheta Kadam	Assistant Professor	9975701904	suchetakadam4@gmail.com
Dr. Prakash Kadam	Assistant Professor	9763701215	pbksonsal@gmail.com

Faculty Details for OL

Programme Coordinator

Srno	Year	Name of Programme	Name of faculty	Designation	Qualification	Phone	Email
1	2020-21	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA	Mr. Venkatesh Kanthaswamy	Assistant Professor	Post-Graduate	7588395171	kvenkatesh1424@hotmail.com
2	2020-21	Business Administration/Commerce/ Management/Finance - Master of Business Administration - NA	Dr. R.D. Patil	Assistant Professor	PhD	9405161727	dr.ramdpatil@gmail.com
3	2020-21	Sciences - Bachelor of Computer Applications - NA	Prof. Alok Shah	Assistant Professor	Post-Graduate	8407955147	alokshah1982@gmail.com

Course Coordinator

Srno	Year	Name of Programme
1	2020-21	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA

Course Name	Name of faculty	Designation	Qualification	Phone	Email
Business English - Communication	Prof. Khurjekar S.P	Assistant Professor	Post-Graduate	9822603739	sonali.khurjekar@bharatividyapeeth.edu
Business Organization & Systems	Dr. Mirji H.S.	Assistant Professor	PhD	9423035613	hema.mirji@bharatividyapeeth.edu
Micro Economics	Prof. Tanuja Deshpande	Assistant Professor	Post-Graduate	8975926337	tanuja.deshpande-extimed@bharatividyapeeth.edu
Business Accounting	Dr. Anuradha Yesugade	Assistant Professor	PhD	9890895143	anuradha.yesugade@bharatividyapeeth.edu
Foundations of Mathematics and Statistics	Dr. Nilesh Mahajan	Professor	PhD	9764157232	nilesh.mahajan@bharatividyapeeth.edu
Community Work-I / Career & Life Skills / Waste Ma	Dr. Pisal D. S.	Assistant Professor	PhD	9881471942	deepali.a.kadam@bharatividyapeeth.edu

Srno	Year	Name of Programme

Course Name	Name of faculty	Designation	Qualification	Phone	Email
Business Statistics	Dr Shital Deshmukh	Assistant Professor	PhD	9975683605	svdeshmukh2727@gmail.com
Principles of Management	Dr Kothari P P	Assistant Professor	PhD	9923303913	pritampkothari@gmail.com
Macro Economics	Prof Sane Amruta Ramdas	Assistant Professor	Post-Graduate	9422742967	amrutasane139@gmail.com
Management Accounting	Ms Aarushi Malhotra	Assistant Professor	Post-Graduate	9355169211	aarushi.malhotra@gmail.com
Environmental Science	Mr Snjay Roy	Assistant Professor	Post-Graduate	9811698780	roysanjoy101@gmail.com
Community Work – II Swachha Bharat Abhiyan / Secto	Dr Bharati Chavan	Assistant Professor	PhD	8552989899	bharatisanskriti@gmail.com
Entrepreneurship Development	Mrs. Rajita Dixit	Assistant Professor	Post-Graduate	9822390277	rajita.dixit@bharatividyapeeth.edu
Organizational Behavior	Dr. Pravin Mane	Assistant Professor	PhD	9168349900	pravinmane2004@yahoo.co.in
Principles of Marketing	Prof. Yogesh Gurav	Assistant Professor	Post-Graduate	9890658161	yogesh.gurav@bharatividyapeeth.edu
Introduction to Financial Management	Dr. Rodrigues Ashwini	Assistant Professor	PhD	9923531236	ashwini.rodrigues@rediffmail.com
Computer Applications for Business	Dr. Tarnekar S.A	Assistant Professor	PhD	9881308560	seema.tarnekar@bharatividyapeeth.edu
Introduction to Business Analytics	Mrs. Chopade Pallavi	Assistant Professor	Post-Graduate	9422333024	pallavi.chopde@bharatividyapeeth.edu
Community Work - III / Start-up Management / Agro	Prof. Dingankar S.U	Assistant Professor	Post-Graduate	9823070374	shreyas.dingankar@bharatividyapeeth.edu

Srno	Year	Name of Programme
2	2020-21	Business Administration/Commerce/ Management/Finance - Master of Business Administration - NA

Course Name	Name of faculty	Designation	Qualification	Phone	Email
Management Concepts & Applications	Dr. Bharati Jadhav	Assistant Professor	PhD	9552032400	bharati.jadhav@bharatividyapeeth.edu
Managerial Economics	Prof. Tanuja Deshpande	Assistant Professor	Post-Graduate	8975926337	tanuja.deshpande-extimed@bharatividyapeeth.edu
Financial & Management Accounting	Dr. Dharmadhikari S.P.	Associate Professor	PhD	9850340617	sonali.dharmadhikari@bharatividyapeeth.edu
Organizational Behaviour	Dr. Mirji H.S.	Assistant Professor	Post-Graduate	9423035613	hema.mirji@bharatividyapeeth.edu
Statistical Techniques	Dr. Gupta Kirti	Professor	PhD	9860442165	kirti.s.gupta@bharatividyapeeth.edu
Legal Aspects of Business	Dr. Rajlakshmi Wagh	Assistant Professor	PhD	9326821320	rajlakshmi.wagh@bharatividyapeeth.edu
Soft Skills I / Waste Management/ Life Management Skills	Dr. Pisal D. S.	Assistant Professor	PhD	9881471942	deepali.a.kadam@bharatividyapeeth.edu
Marketing Management	Dr R A Marathe	Professor	PhD	9423277032	dr.ravindramarathe008@gmail.com
Financial Management	Dr S A Memon	Assistant Professor	PhD	9850831506	memon.shabana@gmail.com
Human Resource Management	Dr R D Jadhav	Associate Professor	PhD	9657849262	rdjadhav69@gmail.com
International Business	Mrs Sonia S Sorte	Assistant Professor	Post-Graduate	9822975536	sonia.sorte@bharatividyapeeth.edu
Production & Operations Management	Prof S A Jadhav	Assistant Professor	Post-Graduate	9850577896	sanjayjadhavbe@rediffmail.com
Research Methodology	Dr Vishal Deshmukh	Associate Professor	PhD	9975660641	vishal.deshmukh50@gmail.com
Event Management / Social Media Management / Current Affairs	Dr Vijay Phalke	Assistant Professor	PhD	9860844101	vijay.phalke@bharatividyapeeth.edu

Srno	Year	Name of Programme
3	2020-21	Sciences - Bachelor of Computer Applications - NA

Course Name	Name of faculty	Designation	Qualification	Phone	Email
Fundamentals of Information Technology	Dr. Deepali Shahane	Assistant Professor	PhD	9822500534	deepali.shahane@bharatividyapeeth.edu
Algorithm and program Design	Dr. Baljeet Kaur	Assistant Professor	PhD	9657223780	baljeet.kaur@bharatividyapeeth.edu
C Programming - I	Dr. Sangeeta Patil	Assistant Professor	PhD	9561749215	sangeeta.patil@bharatividyapeeth.edu
Business Organization System	Dr. Soniya Sorte	Assistant Professor	PhD	9822975536	soniya.sorte@bharatividyapeeth.edu
Business Mathematics	Dr. Promod Kadam	Assistant Professor	PhD	9011042993	pramod.kadam@bharatividyapeeth.edu

Srno	Year	Name of Programme

Course Name	Name of faculty	Designation	Qualification	Phone	Email
Lab on MS-Office Suite	Mrs. Deepti Deshmukh	Assistant Professor	Post-Graduate	9890571100	deepti.deshmukh@bharatividyapeeth.edu
Lab on C Programming - I	Dr. Sangeeta Patil	Assistant Professor	PhD	9561749215	sangeeta.patil@bharatividyapeeth.edu
Computer Organization and Architecture	Dr. P. P. Patil	Associate Professor	PhD	9881677445	ppp.karad@gmail.com
DBMS I	Dr. Shweta Joglekar	Assistant Professor	PhD	7447237318	shweta.joglekar@bharatividyapeeth.edu
C Programming - II	Dr. Mukund Kulkarni	Assistant Professor	PhD	9890166249	my_mukund@yahoo.com
Financial Accounting	Dr. Sucheta Kanchi	Assistant Professor	PhD	9689902451	sucheta.kanchi@bharatividyapeeth.edu
Principles of Management	Dr. Vijay Phalke	Assistant Professor	PhD	9860844101	vijay.phalke@bharatividyapeeth.edu
Lab on C Programming - II	Dr. Mukund Kulkarni	Assistant Professor	PhD	9890166249	my_mukund@yahoo.com
Environmental Studies	Dr. Deepali Kadam	Assistant Professor	PhD	9881471942	deepali.a.kadam@bharatividyapeeth.edu
Operating Systems	Dr. Mahadik R.V.	Associate Professor	PhD	9922755450	ramchandra.mahadik@bharatividyapeeth.edu
Software Engineering	Dr. H.M. Padalikar	Associate Professor	PhD	9423386539	hmpadalikar1965@gmail.com
DBMS II	Dr. Sangeeta Patil	Assistant Professor	PhD	9561749215	sangeeta.patil@bharatividyapeeth.edu
Statistics	Prof . Yelikar Bharati V.	Assistant Professor	Post-Graduate	9422057913	bharati.yelikar@bharatividyapeeth.edu
Multimedia Technology	Ms. Gund P.V.	Assistant Professor	Post-Graduate	9766450177	pratima.gund@bharatividyapeeth.edu
Lab on Oracle and Multimedia	Ms. Sujata Mulik	Assistant Professor	Post-Graduate	9850443699	sujata.mulik@bharatividyapeeth.edu
Lab on Linux Operating System	Dr. Sangeeta Patil	Assistant Professor	PhD	9561749215	sangeeta.patil@bharatividyapeeth.edu

Course Mentor

Srno	Year	Name of Programme	Name of Course	faculty Details
1	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Business English - Communication	

Name of faculty	Designation	Qualification	Phone	Email
Dr. Hrishikesh Bhagat	Assistant Professor	PhD	9762316474	hrishikesh.bhagat@bharatividyapeeth.edu

Srno	Year	Name of Programme	Name of Course	faculty Details
2	2020-21	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA	Business Organization & Systems	Name of faculty: Dr. Hrishikesh Bhagat; Designation: Assistant Professor; Qualification: PhD; Phone: 9762316474; Email: hrishikesh.bhagat@bharatividyapeeth.edu
3	2020-21	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA	Micro Economics	Name of faculty: Dr. Hrishikesh Bhagat; Designation: Assistant Professor; Qualification: PhD; Phone: 9762316474; Email: hrishikesh.bhagat@bharatividyapeeth.edu
4	2020-21	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA	Business Accounting	Name of faculty: Dr. Hrishikesh Bhagat; Designation: Assistant Professor; Qualification: PhD; Phone: 9762316474; Email: hrishikesh.bhagat@bharatividyapeeth.edu
5	2020-21	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA	Foundations of Mathematics and Statistics	Name of faculty: Dr. Hrishikesh Bhagat; Designation: Assistant Professor; Qualification: PhD; Phone: 9762316474; Email: hrishikesh.bhagat@bharatividyapeeth.edu
6	2020-21	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA	Community Work-I / Career & Life Skills / Waste Ma	Name of faculty: Dr. Hrishikesh Bhagat; Designation: Assistant Professor; Qualification: PhD; Phone: 9762316474; Email: hrishikesh.bhagat@bharatividyapeeth.edu
7	2020-21	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA	Business Statistics	Name of faculty: Dr. Nargunde Amarja Satish; Designation: Associate Professor; Qualification: PhD; Phone: 8378073449; Email: amsnargunde8@gmail.com
8	2020-21	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA	Principles of Management	Name of faculty: Dr. Nargunde Amarja Satish; Designation: Associate Professor; Qualification: PhD; Phone: 8378073449; Email: amsnargunde8@gmail.com
9	2020-21	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA	Macro Economics	Name of faculty: Dr. Nargunde Amarja Satish; Designation: Associate Professor; Qualification: PhD; Phone: 8378073449; Email: amsnargunde8@gmail.com
10	2020-21	Business Administration/Commerce/ Management/Finance - Bachelor of Business Administration - NA	Management Accounting	Name of faculty: Dr. Nargunde Amarja Satish; Designation: Associate Professor; Qualification: PhD; Phone: 8378073449; Email: amsnargunde8@gmail.com

Srno	Year	Name of Programme	Name of Course	faculty Details
11	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Environmental Science	Name of faculty: Dr. Nargunde Amarja Satish; Designation: Associate Professor; Qualification: PhD; Phone: 8378073449; Email: amsnargunde8@gmail.com
12	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Community Work – II Swachha Bharat Abhiyan / Secto	Name of faculty: Dr. Nargunde Amarja Satish; Designation: Associate Professor; Qualification: PhD; Phone: 8378073449; Email: amsnargunde8@gmail.com
13	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Entrepreneurship Development	Name of faculty: Prof. Kirti Rahul Kadam; Designation: Assistant Professor; Qualification: Post-Graduate; Phone: 9730370583; Email: kirtipatil19788@gmail.com
14	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Organizational Behavior	Name of faculty: Prof. Kirti Rahul Kadam; Designation: Assistant Professor; Qualification: Post-Graduate; Phone: 9730370583; Email: kirtipatil19788@gmail.com
15	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Principles of Marketing	Name of faculty: Prof. Kirti Rahul Kadam; Designation: Assistant Professor; Qualification: Post-Graduate; Phone: 9730370583; Email: kirtipatil19788@gmail.com
16	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Introduction to Financial Management	Name of faculty: Prof. Kirti Rahul Kadam; Designation: Assistant Professor; Qualification: Post-Graduate; Phone: 9730370583; Email: kirtipatil19788@gmail.com
17	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Computer Applications for Business	Name of faculty: Prof. Kirti Rahul Kadam; Designation: Assistant Professor; Qualification: Post-Graduate; Phone: 9730370583; Email: kirtipatil19788@gmail.com
18	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Introduction to Business Analytics	Name of faculty: Prof. Kirti Rahul Kadam; Designation: Assistant Professor; Qualification: Post-Graduate; Phone: 9730370583; Email: kirtipatil19788@gmail.com
19	2020-21	Business Administration/Commerce/Management/Finance - Bachelor of Business Administration - NA	Community Work - III / Start-up Management / Agro	Name of faculty: Prof. Kirti Rahul Kadam; Designation: Assistant Professor; Qualification: Post-Graduate; Phone: 9730370583; Email: kirtipatil19788@gmail.com
20	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Management Concepts & Applications	Name of faculty: Dr. Ayarekar S. V.; Designation: Assistant Professor; Qualification: PhD; Phone: 9673996643; Email: sachin.ayarekar@bharatividyapeeth.edu Name of faculty: Dr. Ranpreet Kaur; Designation: Assistant Professor; Qualification: PhD; Phone: 9730449505; Email: ranpreet.kaur@bharatividyapeeth.edu

Srno	Year	Name of Programme	Name of Course	faculty Details
21	2020-21	Business Administration/Commerce/ Management/Finance - Master of Business Administration - NA	Managerial Economics	

Name of faculty	Designation	Qualification	Phone	Email
Dr. Ayarekar S. V.	Assistant Professor	PhD	9673996643	sachin.ayarekar@bharatividyapeeth.edu
Dr. Ranpreet Kaur	Assistant Professor	PhD	9730449505	ranpreet.kaur@bharatividyapeeth.edu

Srno	Year	Name of Programme	Name of Course	faculty Details
22	2020-21	Business Administration/Commerce/ Management/Finance - Master of Business Administration - NA	Financial & Management Accounting	

Name of faculty	Designation	Qualification	Phone	Email
Dr. Ayarekar S. V.	Assistant Professor	PhD	9673996643	sachin.ayarekar@bharatividyapeeth.edu
Dr. Ranpreet Kaur	Assistant Professor	PhD	9730449505	ranpreet.kaur@bharatividyapeeth.edu

Srno	Year	Name of Programme	Name of Course	faculty Details
23	2020-21	Business Administration/Commerce/ Management/Finance - Master of Business Administration - NA	Organizational Behaviour	

Name of faculty	Designation	Qualification	Phone	Email
Dr. Ayarekar S. V.	Assistant Professor	PhD	9673996643	sachin.ayarekar@bharatividyapeeth.edu
Dr. Ranpreet Kaur	Assistant Professor	PhD	9730449505	ranpreet.kaur@bharatividyapeeth.edu

Srno	Year	Name of Programme	Name of Course	faculty Details
24	2020-21	Business Administration/Commerce/ Management/Finance - Master of Business Administration - NA	Statistical Techniques	

Name of faculty	Designation	Qualification	Phone	Email
Dr. Ayarekar S. V.	Assistant Professor	PhD	9673996643	sachin.ayarekar@bharatividyapeeth.edu
Dr. Ranpreet Kaur	Assistant Professor	PhD	9730449505	ranpreet.kaur@bharatividyapeeth.edu

Srno	Year	Name of Programme	Name of Course	faculty Details
25	2020-21	Business Administration/Commerce/ Management/Finance - Master of Business Administration - NA	Legal Aspects of Business	

Name of faculty	Designation	Qualification	Phone	Email
Dr. Ayarekar S. V.	Assistant Professor	PhD	9673996643	sachin.ayarekar@bharatividyapeeth.edu
Dr. Ranpreet Kaur	Assistant Professor	PhD	9730449505	ranpreet.kaur@bharatividyapeeth.edu

Srno	Year	Name of Programme	Name of Course	faculty Details
26	2020-21	Business Administration/Commerce/ Management/Finance - Master of Business Administration - NA	Soft Skills I / Waste Management/ Life Management Skills	

Name of faculty	Designation	Qualification	Phone	Email
Dr. Ayarekar S. V.	Assistant Professor	PhD	9673996643	sachin.ayarekar@bharatividyapeeth.edu
Dr. Ranpreet Kaur	Assistant Professor	PhD	9730449505	ranpreet.kaur@bharatividyapeeth.edu

Srno	Year	Name of Programme	Name of Course	faculty Details
27	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Marketing Management	

Name of faculty	Designation	Qualification	Phone	Email
Dr. Vaibhava V. Desai	Assistant Professor	PhD	9373502626	vaibhava_desai@rediffmail.com
Prof. S. C. Maindargi	Assistant Professor	MPhill.	9960199696	shivgangam6@gmail.com

Srno	Year	Name of Programme	Name of Course	faculty Details
28	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Financial Management	

Name of faculty	Designation	Qualification	Phone	Email
Dr. Vaibhava V. Desai	Assistant Professor	PhD	9373502626	vaibhava_desai@rediffmail.com
Prof. S. C. Maindargi	Assistant Professor	MPhill.	9960199696	shivgangam6@gmail.com

Srno	Year	Name of Programme	Name of Course	faculty Details
29	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Human Resource Management	

Name of faculty	Designation	Qualification	Phone	Email
Dr. Vaibhava V. Desai	Assistant Professor	PhD	9373502626	vaibhava_desai@rediffmail.com
Prof. S. C. Maindargi	Assistant Professor	MPhill.	9960199696	shivgangam6@gmail.com

Srno	Year	Name of Programme	Name of Course	faculty Details
30	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	International Business	

Name of faculty	Designation	Qualification	Phone	Email
Dr. Vaibhava V. Desai	Assistant Professor	PhD	9373502626	vaibhava_desai@rediffmail.com
Prof. S. C. Maindargi	Assistant Professor	MPhill.	9960199696	shivgangam6@gmail.com

Srno	Year	Name of Programme	Name of Course	faculty Details
31	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Production & Operations Management	

Name of faculty	Designation	Qualification	Phone	Email
Dr. Vaibhava V. Desai	Assistant Professor	PhD	9373502626	vaibhava_desai@rediffmail.com
Prof. S. C. Maindargi	Assistant Professor	MPhill.	9960199696	shivgangam6@gmail.com

Srno	Year	Name of Programme	Name of Course	faculty Details
32	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Research Methodology	

Name of faculty	Designation	Qualification	Phone	Email
Dr. Vaibhava V. Desai	Assistant Professor	PhD	9373502626	vaibhava_desai@rediffmail.com
Prof. S. C. Maindargi	Assistant Professor	MPhill.	9960199696	shivgangam6@gmail.com

Srno	Year	Name of Programme	Name of Course	faculty Details
33	2020-21	Business Administration/Commerce/Management/Finance - Master of Business Administration - NA	Event Management / Social Media Management / Current Affairs	

Name of faculty	Designation	Qualification	Phone	Email
Dr. Vaibhava V. Desai	Assistant Professor	PhD	9373502626	vaibhava_desai@rediffmail.com
Prof. S. C. Maindargi	Assistant Professor	MPhill.	9960199696	shivgangam6@gmail.com

Srno	Year	Name of Programme	Name of Course	faculty Details
34	2020-21	Sciences - Bachelor of Computer Applications - NA	Fundamentals of Information Technology	

Name of faculty	Designation	Qualification	Phone	Email
Dr. Satyawan Hembade	Associate Professor	PhD	9881614498	satyawan.hembade@bharatividyapeeth.edu

Srno	Year	Name of Programme	Name of Course	faculty Details
35	2020-21	Sciences - Bachelor of Computer Applications - NA	Algorithm and program Design	**Name of faculty** / **Designation** / **Qualification** / **Phone** / **Email** Dr. Satyawan Hembade / Associate Professor / PhD / 9881614498 / satyawan.hembade@bharatividyapeeth.edu
36	2020-21	Sciences - Bachelor of Computer Applications - NA	C Programming - I	**Name of faculty** / **Designation** / **Qualification** / **Phone** / **Email** Dr. Satyawan Hembade / Associate Professor / PhD / 9881614498 / satyawan.hembade@bharatividyapeeth.edu
37	2020-21	Sciences - Bachelor of Computer Applications - NA	Business Organization System	**Name of faculty** / **Designation** / **Qualification** / **Phone** / **Email** Dr. Satyawan Hembade / Associate Professor / PhD / 9881614498 / satyawan.hembade@bharatividyapeeth.edu
38	2020-21	Sciences - Bachelor of Computer Applications - NA	Business Mathematics	**Name of faculty** / **Designation** / **Qualification** / **Phone** / **Email** Dr. Satyawan Hembade / Associate Professor / PhD / 9881614498 / satyawan.hembade@bharatividyapeeth.edu
39	2020-21	Sciences - Bachelor of Computer Applications - NA	Lab on MS-Office Suite	**Name of faculty** / **Designation** / **Qualification** / **Phone** / **Email** Dr. Satyawan Hembade / Associate Professor / PhD / 9881614498 / satyawan.hembade@bharatividyapeeth.edu
40	2020-21	Sciences - Bachelor of Computer Applications - NA	Lab on C Programming - I	**Name of faculty** / **Designation** / **Qualification** / **Phone** / **Email** Dr. Satyawan Hembade / Associate Professor / PhD / 9881614498 / satyawan.hembade@bharatividyapeeth.edu
41	2020-21	Sciences - Bachelor of Computer Applications - NA	General course-I: Community Work I / Career & Life Skills / Waste Management	**Name of faculty** / **Designation** / **Qualification** / **Phone** / **Email** Dr. Satyawan Hembade / Associate Professor / PhD / 9881614498 / satyawan.hembade@bharatividyapeeth.edu
42	2020-21	Sciences - Bachelor of Computer Applications - NA	Computer Organization and Architecture	**Name of faculty** / **Designation** / **Qualification** / **Phone** / **Email** Dr. Baljeet Kaur / Assistant Professor / PhD / 9657223780 / baljeet.kaur@bharatividyapeeth.edu

Srno	Year	Name of Programme	Name of Course	faculty Details
43	2020-21	Sciences - Bachelor of Computer Applications - NA	DBMS I	**Name of faculty** / **Designation** / **Qualification** / **Phone** / **Email** Dr. Baljeet Kaur / Assistant Professor / PhD / 9657223780 / baljeet.kaur@bharatividyapeeth.edu
44	2020-21	Sciences - Bachelor of Computer Applications - NA	C Programming - II	**Name of faculty** / **Designation** / **Qualification** / **Phone** / **Email** Dr. Baljeet Kaur / Assistant Professor / PhD / 9657223780 / baljeet.kaur@bharatividyapeeth.edu
45	2020-21	Sciences - Bachelor of Computer Applications - NA	Financial Accounting	**Name of faculty** / **Designation** / **Qualification** / **Phone** / **Email** Dr. Baljeet Kaur / Assistant Professor / PhD / 9657223780 / baljeet.kaur@bharatividyapeeth.edu
46	2020-21	Sciences - Bachelor of Computer Applications - NA	Principles of Management	**Name of faculty** / **Designation** / **Qualification** / **Phone** / **Email** Dr. Baljeet Kaur / Assistant Professor / PhD / 9657223780 / baljeet.kaur@bharatividyapeeth.edu
47	2020-21	Sciences - Bachelor of Computer Applications - NA	Lab on C Programming - II	**Name of faculty** / **Designation** / **Qualification** / **Phone** / **Email** Dr. Baljeet Kaur / Assistant Professor / PhD / 9657223780 / baljeet.kaur@bharatividyapeeth.edu
48	2020-21	Sciences - Bachelor of Computer Applications - NA	Environmental Studies	**Name of faculty** / **Designation** / **Qualification** / **Phone** / **Email** Dr. Baljeet Kaur / Assistant Professor / PhD / 9657223780 / baljeet.kaur@bharatividyapeeth.edu
49	2020-21	Sciences - Bachelor of Computer Applications - NA	General Course II : Community Work II (Swacchh Bharat Abhiyan) / Sectoral Analysis / Smart Cities	**Name of faculty** / **Designation** / **Qualification** / **Phone** / **Email** Dr. Baljeet Kaur / Assistant Professor / PhD / 9657223780 / baljeet.kaur@bharatividyapeeth.edu
50	2020-21	Sciences - Bachelor of Computer Applications - NA	Operating Systems	**Name of faculty** / **Designation** / **Qualification** / **Phone** / **Email** Dr. Joglekar S.T / Assistant Professor / PhD / 9850604420 / shweta.joglekar@bharatividyapeeth.edu
51	2020-21	Sciences - Bachelor of Computer Applications - NA	Software Engineering	**Name of faculty** / **Designation** / **Qualification** / **Phone** / **Email** Dr. Joglekar S.T / Assistant Professor / PhD / 9850604420 / shweta.joglekar@bharatividyapeeth.edu

Srno	Year	Name of Programme	Name of Course	faculty Details
52	2020-21	Sciences - Bachelor of Computer Applications - NA	DBMS II	Name of faculty: Dr. Joglekar S.T; Designation: Assistant Professor; Qualification: PhD; Phone: 9850604420; Email: shweta.joglekar@bharatividyapeeth.edu
53	2020-21	Sciences - Bachelor of Computer Applications - NA	Statistics	Name of faculty: Dr. Joglekar S.T; Designation: Assistant Professor; Qualification: PhD; Phone: 9850604420; Email: shweta.joglekar@bharatividyapeeth.edu
54	2020-21	Sciences - Bachelor of Computer Applications - NA	Multimedia Technology	Name of faculty: Dr. Joglekar S.T; Designation: Assistant Professor; Qualification: PhD; Phone: 9850604420; Email: shweta.joglekar@bharatividyapeeth.edu
55	2020-21	Sciences - Bachelor of Computer Applications - NA	Lab on Oracle and Multimedia	Name of faculty: Dr. Joglekar S.T; Designation: Assistant Professor; Qualification: PhD; Phone: 9850604420; Email: shweta.joglekar@bharatividyapeeth.edu
56	2020-21	Sciences - Bachelor of Computer Applications - NA	Lab on Linux Operating System	Name of faculty: Dr. Joglekar S.T; Designation: Assistant Professor; Qualification: PhD; Phone: 9850604420; Email: shweta.joglekar@bharatividyapeeth.edu
57	2020-21	Sciences - Bachelor of Computer Applications - NA	General Course III : Community Work III / Start up management / Agro Tourism	Name of faculty: Dr. Joglekar S.T; Designation: Assistant Professor; Qualification: PhD; Phone: 9850604420; Email: shweta.joglekar@bharatividyapeeth.edu

Computerization / Digitization Status

Srno	Activities	Yes / No
1	Student registration / Admission	
2	Administration	
3	Finance	
4	Academic activities	
5	Student Support System	
6	Continuous Evaluation	
7	Online Support	

Status of a Court case(s)

Srno	W.P.No	Court / Jurisdiction	Status as on date

Help Desk

Help Desk Address: Bharati Vidyapeeth (Deemed to be University), Bharati Vidyapeeth Bhavan, 2nd Floor, L.B.S. Marg, Pune-411030.	Name of Contact Person: Dr S B Sawant	Designation: Director University
Phone No: 9823479209	Email: dr_sbsawant123@yahoo.com	Contact hours for Help Desk: 10 AM to 5 PM

Compliance

Compliance to specific provisions of UGC (ODL Programmes and Online Programmes) Regulations, 2020

The HEI undertakes to ensure all the provisions of the regulation and few specific provisions adherence to the following:

Learner Support Centre defined under these regulations will not be the Learner Support Centre for more than two Higher Educational Institutions at a time to offer programmes in Open and Distance Learning mode:-
Yes

Learner Support Centre will not be set up under a franchisee agreement in any case. :- Yes

Academic and instructional facilities at its Learner Support Centres for Open and Distance Learning mode, and information resources for online delivery of programmes meet all the conditions of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and guidelines issued from time to time. :-
Yes

Intake capacity under Open and Distance Learning mode for a programme under science discipline to be offered by HEI shall not be more than three times of the approved intake in conventional mode (in case of Dual Mode). :-
Yes

Learning enrolment under science discipline will commensurate with the capacity of the Learner Support Centres (for Open and Distance Learning only) to provide lab facilities to the admitted learners (for Open University). :-
NA

Private University established under a State Act will be eligible to offer programmes under Open and Distance Learning mode through its Head Quarters. :- NA

Academic and administrative staff has appointed as per University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in the Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education) Regulation, 2018. :-
Yes

Academic Staff mentioned in application are exclusively appointed for the proposed programmes. :- Yes

Examination Centres meet all the guidelines laid under Annexure II of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

Upload Affidavit as per the prescribed format :- View

Submission

It is hereby declared and affirmed that the Higher Educational Institution shall adheres to all the provisions mentioned under the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 including following Annexures

- [x] Centre for Internal Quality Assurance (CIQA) in Annexure I
- [x] Conduct of Examination and Minimum Standards for Examination Centres in Annexure II
- [x] Territorial Jurisdiction and Regulating Provisions for Different Types of Higher Educational Institutions in Annexure III (For ODL Programmes)
- [x] Human Resource and Infrastructural Requirements in Annexure-IV
- [x] Guidelines on Programme Project Report (PPR) in Annexure-V
- [x] Quality Assurance Guidelines of Learning Material in Multiple Media and Curriculum and Pedagogy in Annexure-VI
- [x] Guidelines on Self-Learning Material and E-Learning Material in Annexure-VII
- [x] Learner Support Centres in Annexure-VIII
- [x] Assessment Criteria for Offering Online Programmes through Non-SWAYAM Learning
- [x] Learning Platform in Annexure-IX (For ONLINE Programmes)
- [x] Grievance Redress Mechanism in Annexure-X

Further undertakes to ensure that the HEI shall display on its website a joint declaration by authorized signatories, Registrar and Director of Centre for Internal Quality Assurance, authenticating the documents uploaded on its website, in compliance of regulation 9 of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

The HEI hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. The Higher Educational Institution shall be solely responsible for any legal issues arising out of non-compliance of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

The HEI understand that in case information provided is found to be contrary to the fact, it would entail not only withdrawal of permission/recognition for such ODL courses but also for other courses offered by the institutions, on regular and conventional mode

Submited Date: 10/15/2020 5:38:16 PM

Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Chancellor

Prof. Dr. M. M. Salunkhe
M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

Bharati Vidyapeeth
(Deemed to be University)
Pune, India.

Founder Chancellor : Dr. Patangrao Kadam

★ Accredited with 'A+' Grade (2017) by NAAC ★
★ Category-I University Status by UGC ★
★ NIRF Ranking - 66 ★

"Social Transformation Through Dynamic Education"

and Beyond
BHARATI VIDYAPEETH

Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

G. Jayakumar
M.Com., Dip.Pub.Admn.
Registrar

Ref. : BVDU/A10/2020-21/1476 Date : 13/10/2020

ORDER

In continuation of Order No. BV/CO/Admn/14073/2015-2016 dated 26/08/2015, Dr. Sawant Sambhaji Bajirao, present Director, School of Distance Education will be the Director of **Centre for Distance and Online Education (CDOE).** The other terms and condistions of the previous order remain unchanged.

G. Jayakumar

(G. Jayakumar)
Registrar

To,

Dr. Sawant Sambhaji Bajirao
Director, School of Disance Education,
Pune 411030.

Copy for Information :
(1) Office of the Hon'ble Vice Chancellor, BVDU
(2) BVDU School of Online Education

दूरस्थ शिक्षा ब्यूरो
विश्वविद्यालय अनुदान आयोग
(मानव संसाधन विकास मंत्रालय, भारत सरकार)
बहादुर शाह जफर मार्ग, नई दिल्ली - 110 002
Distance Education Bureau
University Grants Commission
(Ministry of Human Resource Development, Govt. of India)
35, FerozeShah Road, New Delhi - 110 001
www.ugc.ac.in/deb
Ph: (011) 23604678, 23604671, 23604694

सत्यमेव जयते

ज्ञान - विज्ञानं विमुक्तये

F.NO. 74-2/2018 (DEB-I)

November, 2019

Updated list of Higher Educational Institutions (HEIs) under Category – I as per UGC (Categorisation of Universities (Only) for grant of Graded Autonomy) Regulations, 2018 entitled to offer programmes through Open and Distance Learning (ODL) Mode and important information for stakeholders in supersession to this office letter of even number dated 08.05.2019.

A. Updated list

1. As per clause 4.10 of UGC (Categorisation of Universities (Only) for grant of Graded Autonomy) Regulations, 2018, for Category - I Higher Educational Institutions (HEIs), "Universities may offer courses in the ODL mode, without approval of the Commission, provided it satisfies all the conditions laid down under UGC (ODL) regulations, 2017 and amendments from time to time".
2. In continuation of the information uploaded on DEB portal of UGC website vide letter F.No.74-2/2018 (DEB-I) dated 18.10.2018 on the above subject and as per decision of the Commission in its 538th Meeting held on 29.01.2019 and intention expressed by the Category-I HEIs to start offering programmes through Open and Distance Learning (ODL) Mode with submission of affidavits that they shall scrupulously abide by the terms and conditions as stipulated under UGC (ODL) Regulations, 2017 and its amendments and norms issued by the statutory bodies/councils from time to time, the updated list of Category - I HEIs is as under:

S.No.	State	Name of University	Type of HEI
1.	Andhra Pradesh	Andhra University	State University
2.	Andhra Pradesh	Gandhi Institute of Technology And Management (Gitam)	Deemed to be University
3.	Andhra Pradesh	Koneru Lakshmaiah Education Foundation	Deemed to be University
4.	Andhra Pradesh	Sri Venkateswara University, Tirupati	State University
5.	Andhra Pradesh	Rashtriya Sanskrit Vidyapeetha, Tirupati	Deemed to be University
6.	Delhi	Indian Institute of Foreign Trade, New Delhi	Deemed to be University
7.	Haryana	Kurukshetra University	State University
8.	Jammu & Kashmir	University of Jammu	State University
9.	Karnataka	Swami Vivekananda Yoga	Deemed to be

		Anusandhana Samsthana	University
10.	Karnataka	JSS Academy of Higher Education & Research, Mysuru	Deemed to be University
11.	Madhya Pradesh	Lakshmibai National Institute of Physical Education, Gwalior	Deemed to be University
12.	Maharashtra	Datta Meghe Institute of Medical Sciences	Deemed to be University
13.	Maharashtra	Bharati Vidyapeeth, Pune	Deemed to be University
14.	Maharashtra	Dr. D.Y. Patil Vidyapeeth, Pune	Deemed to be University
15.	Maharashtra	Narsee Monjee Institute of Management Studies, Mumbai	Deemed to be University
16.	Maharashtra	Savitribai Phule Pune University, Pune	State University
17.	Orissa	Utkal University	State University
18.	Punjab	Guru Nanak Dev University, Amritsar	State University
19.	Tamil Nadu	SRM Institute of Science and Technology, Kattankulathur	Deemed to be University
20.	Tamil Nadu	Shanmugha Arts, Science, Technology and Research Academy (Sastra), Thanjavur	Deemed to be University
21.	Tamil Nadu	Alagappa University	State University
22.	Tamil Nadu	Sri Ramachandra Institute of Higher Education And Research, Chennai	Deemed to be University
23.	Telangana	Nalsar University of Law, Hyderabad	State University
24.	Telangana	Osmania University	State University
25.	Telangana	University of Hyderabad, Hyderabad	Central University

UNIVERSITY GRANTS COMMISSION

B. Important information for stakeholders

1. Time limit for completion of admission process for offering ODL programmes by HEIs:

The Commission in its 537th meeting held on 10.12.2018 has decided the time limit for completion of admission process by the HEIs for offering ODL programmes as mentioned below:

a) Academic session for January - admission last date February end
b) Academic session for July - admission last date August end

The Commission has also directed that the HEIs shall upload the admission details within ten days from the last date of the admissions in the respective academic session i.e. 10th September for July academic session and 10th March for January academic session. Accordingly, the HEIs shall comply with the above decision of Commission.

2. UGC vide notification F.No. 1-1/2019 (DEB-I) dated 31.07.2019 has informed that the last date of admission, for all the HEIs already recognized as on 31.07.2019 to offer programmes in ODL mode for the academic session 2019-20, session beginning in July, 2019 has been extended from 31st August, 2019 to 30th September, 2019, due to natural calamity in various states across the Country and for this time only."
3. The HEIs cannot start or run any professional courses governed by specific Acts of Parliament, except with the prior and specific approval of the authority constituted there under. The professional courses prohibited as per clause (p) of Sub Regulation (2) of Part (I) by the UGC (ODL) Regulations and as per communication received from various Regulatory Authorities, are programmes in engineering, medicine, dental, pharmacy, nursing, architecture, physiotherapy, agriculture, hotel management and any other programme not permitted to be offered in distance mode by any Statutory Councils or Regulatory.
4. As per the recommendations of Justice Reddy Committee constituted by MHRD on the directions of Hon'ble Supreme Court dated 03-11-2017 in Civil Appeal No. 17869-17870 filed by Orissa Lift Irrigation Corp. Ltd Versus Rabi Sankar Patro & Ors. and its acceptance by the MHRD, the HEIs are informed that if any deviation is noticed, the same would entail not only withdrawal of permission / recognition for such ODL course but also for other courses offered by the institution, on regular and conventional mode.
5. Clause 11.1 of UGC (Minimum standard and procedures for awards of M.Phil/Ph.D Degree) Regulation, 2016 notified in Gazette dated 05.05.2016 states that *"notwithstanding anything contained in these regulations or any other rule or regulation, for the time being in force, no university; institutions, deemed to be a university and college shall conduct M.Phil and Ph.D. programmes through distance education mode"*.
6. The HEIs should ensure that the duration and nomenclature of the degrees is strictly as per the UGC notification on Specification of Degrees.
7. All Category-I HEIs shall upload all the details ensuring compliance to the relevant clauses of UGC (ODL) Regulations, 2017 and its amendments, on their website and also submit the affidavit to UGC as per decision taken by the Commission in its 538th meeting held on 29.01.2019

Note:

a) The HEIs shall strictly abide by all the provisions contained in the UGC (ODL) Regulations, 2017 and its subsequent amendments.
b) The period of entitlement of Category-I HEIs to offer programmes through ODL mode shall be as per provisions stipulated under Clause 6 of the UGC (Categorisation of Universities (Only) for grant of Graded Autonomy) Regulations, 2018.
c) The HEIs shall intimate the Commission about its changed status as per Clause 6 of the UGC (Categorisation of Universities (Only) for grant of Graded Autonomy) Regulations, 2018.
d) The list will be updated from time to time on receipt of affidavits from HEIs under Category – I.

(Prof. Rajnish Jain)
Secretary, UGC

UNIVERSITY GRANTS COMMISSION

UNIVERSITY GRANTS COMMISSION
DISTANCE EDUCATION BUREAU
(ONLINE EDUCATION)

F.No.2-9/2020 (OL) **Dated: 30.01.2020**

UNIVERSITY GRANTS COMMISSION UPDATED RECOGNITION LIST OF THE HIGHER EDUCATIONAL INSTITUTIONS (HEIs) IN SUPERSESSION TO THE RECOGNITION LIST NOTIFIED ON 29.01.2020 FOR THE YEAR 2019-20, ACADEMIC SESSION BEGINNING JANUARY, 2020 AND ONWARDS FOR OFFERING PROGRAMMES THROUGH ONLINE MODE

On the basis of applications received under UGC (Online Courses or Programmes) Regulations, 2018 to offer courses or programmes in Online mode, the following programmes of the HEIs have been recognised for 2019-20, academic session beginning January, 2020 and onwards:

S. No.	STATE	NAME/ CATEGORY OF HEI	PERIOD OF RECOGNITION	LIST OF PROGRAMMES RECOGNISED FOR 2019-20, ACADEMIC SESSION BEGINNING JANUARY, 2020 AND ONWARDS		
				NUMBER OF RECOGNISED PROGRAMMES	NAME OF RECOGNISED PROGRAMMES	MINIMUM DURATION
1.	Delhi	Indira Gandhi National Open University, New Delhi (Central University)	2019-20, academic session beginning from January, 2020 upto 2020-21	3	1. CERTIFICATE IN TOURISM STUDIES	6 Months
					2. CERTIFICATE IN RUSSIAN LANGUAGE	6 Months
					3. CERTIFICATE IN ARABIC LANGUAGE	6 Months
2.	Karnataka	JSS Academy of Higher Education and Research, Mysuru (Deemed to be University)	2019-20, academic session beginning from January, 2020 upto 2020-21	2	1. MASTER OF BUSINESS ADMINISTRATION (HOSPITAL ADMINISTRATION)	2 Years
					2. POST GRADUATE DIPLOMA IN BIOINFORMATICS	1 Year
3.	Karnataka	Manipal Academy of Higher Education, Manipal (Deemed to be University)	2019-20, academic session beginning from January, 2020 upto 2020-21	1	1. MASTER OF BUSINESS ADMINISTRATION	2 Years
4.	Maharashtra	Bharati Vidyapeeth, Pune (Deemed to be University)	2019-20, academic session beginning from January, 2020 upto 2020-21	2	1. BACHELOR OF BUSINESS ADMINISTRATION	3 Years
					2. MASTER OF BUSINESS ADMINISTRATION	2 Years

UNIVERSITY GRANTS COMMISSION

UNIVERSITY GRANTS COMMISSION
DISTANCE EDUCATION BUREAU
(ONLINE EDUCATION)

F.No.2-9/2020 (OL) **Dated: 30.01.2020**

S. No.	STATE	NAME/ CATEGORY OF HEI	PERIOD OF RECOGNITION	LIST OF PROGRAMMES RECOGNISED FOR 2019-20, ACADEMIC SESSION BEGINNING JANUARY, 2020 AND ONWARDS		
				NUMBER OF RECOGNISED PROGRAMMES	NAME OF RECOGNISED PROGRAMMES	MINIMUM DURATION
5.	Maharashtra	Dr. D.Y. Patil Vidyapeeth, Pune (Deemed to be University)	2019-20, academic session beginning from January, 2020 upto 2020-21	3	1. MASTER OF BUSINESS ADMINISTRATION	2 Years
					2. CERTIFICATE PROGRAMME IN DIGITAL MARKETING	6 Months
					3. CERTIFICATE PROGRAMME IN HOSPITAL & HEALTHCARE MANAGEMENT	6 Months
6.	Tamil Nadu	Shanmugha Arts, Science, Technology & Research Academy, Thanjavur (Deemed to be University)	2019-20, academic session beginning from January, 2020 upto 2020-21	2	1. BACHELOR OF COMPUTER APPLICATIONS	3 Years
					2. DIPLOMA IN SANSKRIT	1 Year
7.	Uttar Pradesh	Amity University, Noida (Private University)	2019-20, academic session beginning from January, 2020 upto 2020-21	24	1. BACHELOR OF ARTS (TOURISM ADMINISTRATION)	3 Years
					2. BACHELOR OF BUSINESS ADMINISTRATION	3 Years
					3. BACHELOR OF COMPUTER APPLICATIONS	3 Years
					4. BACHELOR OF ARTS (JOURNALISM AND MASS COMMINICATION)	3 Years
					5. BACHELOR OF COMMERCE	3 Years
					6. BACHELOR OF ARTS	3 Years
					7. MASTER OF COMMERCE (FINANCIAL MANAGEMENT)	2 Years

UNIVERSITY GRANTS COMMISSION

UNIVERSITY GRANTS COMMISSION
DISTANCE EDUCATION BUREAU
(ONLINE EDUCATION)

F.No.2-9/2020 (OL) **Dated: 30.01.2020**

S. No.	STATE	NAME/ CATEGORY OF HEI	PERIOD OF RECOGNITION	LIST OF PROGRAMMES RECOGNISED FOR 2019-20, ACADEMIC SESSION BEGINNING JANUARY, 2020 AND ONWARDS		
				NUMBER OF RECOGNISED PROGRAMMES	NAME OF RECOGNISED PROGRAMMES	MINIMUM DURATION
					8. MASTER OF ARTS (JOURNALISM AND MASS COMMUNICATION)	2 Years
					9. MASTER OF BUSINESS ADMINISTRATION	2 Years
					10. MASTER OF COMPUTER APPLICATIONS	3 Years
					11. POST GRADUATE DIPLOMA IN MARKETING AND SALES MANAGEMENT	1 Year
					12. POST GRADUATE DIPLOMA IN FINANCE AND ACCOUNTING	1 Year
					13. POST GRADUATE DIPLOMA IN HUMAN RESOURCE MANAGEMENT	1 Year
					14. POST GRADUATE DIPLOMA IN JOURNALISM AND MASS COMMUNICATION	1 Year
					15. POST GRADUATE DIPLOMA IN LOGISTICS AND SUPPLY CHAIN MANAGEMENT	1 Year
					16. POST GRADUATE DIPLOMA IN NGO MANAGEMENT	1 Year
					17. POST GRADUATE DIPLOMA IN RETAIL MANAGEMENT	1 Year
					18. POST GRADUATE DIPLOMA IN INTERNATIONAL BUSINESS	1 Year
					19. POST GRADUATE DIPLOMA IN ADVERTISING AND BRAND MANAGEMENT	1 Year

UNIVERSITY GRANTS COMMISSION

UNIVERSITY GRANTS COMMISSION
DISTANCE EDUCATION BUREAU
(ONLINE EDUCATION)

F.No.2-9/2020 (OL) **Dated: 30.01.2020**

S. No.	STATE	NAME/ CATEGORY OF HEI	PERIOD OF RECOGNITION	LIST OF PROGRAMMES RECOGNISED FOR 2019-20, ACADEMIC SESSION BEGINNING JANUARY, 2020 AND ONWARDS		
				NUMBER OF RECOGNISED PROGRAMMES	NAME OF RECOGNISED PROGRAMMES	MINIMUM DURATION
					20. POST GRADUATE DIPLOMA IN PUBLIC ACCOUNTING	1 Year
					21. POST GRADUATE DIPLOMA IN TRAVEL AND TOURISM MANAGEMENT	1 Year
					22. POST GRADUATE DIPLOMA IN DIGITAL MARKETING STRATEGIES	1 Year
					23. POST GRADUATE DIPLOMA IN BUSINESS ANALYTICS AND INTELLIGENCE	1 Year
					24. POST GRADUATE DIPLOMA IN BUSINESS MANAGEMENT	1 Year

Important Note for Stakeholders:

1. **The HEIs shall comply with all provisions of the University Grants Commission (Online Courses or Programmes) Regulations, 2018.**
2. **Recognized HEIs may start admission process in the programmes recognised as per this list, from academic session beginning January, 2020.**
3. **No Higher Educational Institution apart from the list mentioned herein shall offer any Online Courses or Programmes and admit students thereto and admission shall not be made in anticipation of the approval.**
4. **The HEIs shall ensure the compliance of entry level qualification, mode of admission, duration of programme (minimum & maximum) and number of credits as per UGC notification on specification of degrees, UGC (Online Courses or Programmes) Regulations, 2018 and other instructions/notices issued by UGC and other statutory/regulatory bodies from time to time.**
5. **The stakeholders are requested to refer to various public notices on UGC website (http://www.ugc.ac.in/deb/notices.html), which are updated from time to time.**

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UNIVERSITY GRANTS COMMISSION

ज्ञान-विज्ञान विमुक्तये
प्रो. रजनीश जैन
सचिव
Prof. Rajnish Jain
Secretary

सत्यमेव जयते

विश्वविद्यालय अनुदान आयोग
University Grants Commission
(मानव संसाधन विकास मंत्रालय, भारत सरकार)
(Ministry of Human Resource Development, Govt. of India)
बहादुरशाह ज़फ़र मार्ग, नई दिल्ली-110002
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DISTANCE EDUCATION BUREAU

F. NO. 74-2/2018 (DEB-I) Dated: 18-10-2018

Entitlement of Higher Educational Institutions (HEIs) under Category – I as per UGC (Categorisation of Universities (Only) for grant of Graded Autonomy) Regulations, 2018 to offer programmes through Open and Distance Learning (ODL) Mode:

1. As per clause 4.10 of UGC (Categorisation of Universities (Only) for grant of Graded Autonomy) Regulations, 2018, for Category - I Higher Educational Institutions (HEIs), "Universities may offer courses in the ODL mode, without approval of the Commission, provided it satisfies all the conditions laid down under UGC (ODL) regulations, 2017 and amendments from time to time".
2. The following Category - I Higher Educational Institutions (HEIs) have expressed their intention to start offering programmes through Open and Distance Learning (ODL) Mode from the current academic session and have submitted affidavits that they shall scrupulously abide by the terms and condition as stipulated under UGC (ODL) Regulations, 2017 and its amendments and norms issued by the statutory bodies/councils from time to time:

S. NO	NAME OF HEI (TYPE)
1	SASTRA, THANJAVUR, TAMIL NADU (DEEMED TO BE UNIVERSITY)
2	KURUKSHETRA UNIVERSITY, HARYANA (STATE UNIVERSITY)
3.	ALAGAPPA UNIVERSITY, TAMIL NADU (STATE UNIVERSITY)
4	UTKAL UNIVERSITY, ORISSA (STATE UNIVERSITY)
5	DATTA MEGHE INSTITUTE OF MEDICAL SCIENCES, MAHARASHTRTRA (DEEMED TO BE UNIVERSITY)
6	BHARATI VIDYAPEETH, MAHARASHTRA(DEEMED TO BE UNIVERSITY)
7	SWAMI VIVEKANANDA YOGA ANUSANDHANA SAMSTHANA, KARNATAKA (DEEMED TO BE UNIVERSITY)
8	DR. D.Y. PATIL VIDYAPEETH, PUNE, MAHARASHTRA (DEEMED TO BE UNIVERSITY)
9	ANDHRA UNIVERSITY, ANDHRA PRADESH (STATE UNIVERSITY)
10	UNIVERSITY OF JAMMU, JAMMU (STATE UNIVERSITY)
11	INDIAN INSTITUTE OF FOREIGN TRADE, NEW DELHI (DEEMED TO BE UNIVERSITY)
12	GURU NANAK DEV UNIVERSITY, AMRITSAR (STATE UNIVERSITY)

ज्ञान-विज्ञान विमुक्तये
प्रो. रजनीश जैन
सचिव
Prof. Rajnish Jain
Secretary

सत्यमेव जयते

विश्वविद्यालय अनुदान आयोग
University Grants Commission
(मानव संसाधन विकास मंत्रालय, भारत सरकार)
(Ministry of Human Resource Development, Govt. of India)
बहादुरशाह ज़फ़र मार्ग, नई दिल्ली-110002
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E-mail : secy.ugc@nic.in

DISTANCE EDUCATION BUREAU

F. NO. 74-2/2018 (DEB-I) **Dated: 18-10-2018**

S. NO	NAME OF HEI (TYPE)
13	GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM), ANDHRAPRADESH (DEEMED TO BE UNIVERSITY)
14	NALSAR UNIVERSITY OF LAW, HYDERABAD, ANDHRAPRADESH (STATE UNIVERSITY)
15	NARSEE MONJEE INSTITUTE OF MANAGEMENT STUDIES, MUMBAI (DEEMED TO BE UNIVERSITY)

3. The HEIs cannot start or run any professional courses governed by specific Acts of Parliament, except with the prior and specific approval of the authority constituted there under. The professional courses prohibited are mentioned at clause (p) of Sub Regulation (2) of Part (I) by the UGC (ODL) Regulations.
4. As per the recommendations of Justice Reddy Committee constituted by MHRD on the directions of Hon'ble Supreme Court dated 03-11-2017 in Civil Appeal No. 17869-17870 filed by Orissa Lift Irrigation Corp. Ltd Versus Rabi Sankar Patro & Ors. and its acceptance by the MHRD, the HEIs are informed that if any deviation is noticed, the same would entail not only withdrawal of permission / recognition for such ODL course but also for other courses offered by the institution, on regular and conventional mode.

Note:

a) The HEIs shall strictly abide by all the provisions contained in the UGC (ODL) Regulations, 2017 and its subsequent amendments.
b) The list will be updated from time to time on receipt of affidavits from HEIs under Category – I.

(Prof. Rajnish Jain)
Secretary, UGC

दूरस्थ शिक्षा ब्यूरो
विश्वविद्यालय अनुदान आयोग
(मानव संसाधन विकास मंत्रालय, भारत सरकार)
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Ph: (011) 23604678, 23604671, 23604694

सत्यमेव जयते

ज्ञान - विज्ञानं विमुक्तये

F.NO. 74-2/2018 (DEB-I)

November, 2019

Updated list of Higher Educational Institutions (HEIs) under Category – I as per UGC (Categorisation of Universities (Only) for grant of Graded Autonomy) Regulations, 2018 entitled to offer programmes through Open and Distance Learning (ODL) Mode and important information for stakeholders in supersession to this office letter of even number dated 08.05.2019.

A. Updated list

1. As per clause 4.10 of UGC (Categorisation of Universities (Only) for grant of Graded Autonomy) Regulations, 2018, for Category - I Higher Educational Institutions (HEIs), "Universities may offer courses in the ODL mode, without approval of the Commission, provided it satisfies all the conditions laid down under UGC (ODL) regulations, 2017 and amendments from time to time".
2. In continuation of the information uploaded on DEB portal of UGC website vide letter F.No.74-2/2018 (DEB-I) dated 18.10.2018 on the above subject and as per decision of the Commission in its 538th Meeting held on 29.01.2019 and intention expressed by the Category-I HEIs to start offering programmes through Open and Distance Learning (ODL) Mode with submission of affidavits that they shall scrupulously abide by the terms and conditions as stipulated under UGC (ODL) Regulations, 2017 and its amendments and norms issued by the statutory bodies/councils from time to time, the updated list of Category - I HEIs is as under:

S.No.	State	Name of University	Type of HEI
1.	Andhra Pradesh	Andhra University	State University
2.	Andhra Pradesh	Gandhi Institute of Technology And Management (Gitam)	Deemed to be University
3.	Andhra Pradesh	Koneru Lakshmaiah Education Foundation	Deemed to be University
4.	Andhra Pradesh	Sri Venkateswara University, Tirupati	State University
5.	Andhra Pradesh	Rashtriya Sanskrit Vidyapeetha, Tirupati	Deemed to be University
6.	Delhi	Indian Institute of Foreign Trade, New Delhi	Deemed to be University
7.	Haryana	Kurukshetra University	State University
8.	Jammu & Kashmir	University of Jammu	State University
9.	Karnataka	Swami Vivekananda Yoga	Deemed to be

		Anusandhana Samsthana	University
10.	Karnataka	JSS Academy of Higher Education & Research, Mysuru	Deemed to be University
11.	Madhya Pradesh	Lakshmibai National Institute of Physical Education, Gwalior	Deemed to be University
12.	Maharashtra	Datta Meghe Institute of Medical Sciences	Deemed to be University
13.	Maharashtra	Bharati Vidyapeeth, Pune	Deemed to be University
14.	Maharashtra	Dr. D.Y. Patil Vidyapeeth, Pune	Deemed to be University
15.	Maharashtra	Narsee Monjee Institute of Management Studies, Mumbai	Deemed to be University
16.	Maharashtra	Savitribai Phule Pune University, Pune	State University
17.	Orissa	Utkal University	State University
18.	Punjab	Guru Nanak Dev University, Amritsar	State University
19.	Tamil Nadu	SRM Institute of Science and Technology, Kattankulathur	Deemed to be University
20.	Tamil Nadu	Shanmugha Arts, Science, Technology and Research Academy (Sastra), Thanjavur	Deemed to be University
21.	Tamil Nadu	Alagappa University	State University
22.	Tamil Nadu	Sri Ramachandra Institute of Higher Education And Research, Chennai	Deemed to be University
23.	Telangana	Nalsar University of Law, Hyderabad	State University
24.	Telangana	Osmania University	State University
25.	Telangana	University of Hyderabad, Hyderabad	Central University

UNIVERSITY GRANTS COMMISSION

B. Important information for stakeholders

1. Time limit for completion of admission process for offering ODL programmes by HEIs:

The Commission in its 537th meeting held on 10.12.2018 has decided the time limit for completion of admission process by the HEIs for offering ODL programmes as mentioned below:

a) Academic session for January - admission last date February end
b) Academic session for July - admission last date August end

The Commission has also directed that the HEIs shall upload the admission details within ten days from the last date of the admissions in the respective academic session i.e. 10th September for July academic session and 10th March for January academic session. Accordingly, the HEIs shall comply with the above decision of Commission.

2. UGC vide notification F.No. 1-1/2019 (DEB-I) dated 31.07.2019 has informed that the last date of admission, for all the HEIs already recognized as on 31.07.2019 to offer programmes in ODL mode for the academic session 2019-20, session beginning in July, 2019 has been extended from 31st August, 2019 to 30th September, 2019, due to natural calamity in various states across the Country and for this time only."
3. The HEIs cannot start or run any professional courses governed by specific Acts of Parliament, except with the prior and specific approval of the authority constituted there under. The professional courses prohibited as per clause (p) of Sub Regulation (2) of Part (I) by the UGC (ODL) Regulations and as per communication received from various Regulatory Authorities, are programmes in engineering, medicine, dental, pharmacy, nursing, architecture, physiotherapy, agriculture, hotel management and any other programme not permitted to be offered in distance mode by any Statutory Councils or Regulatory.
4. As per the recommendations of Justice Reddy Committee constituted by MHRD on the directions of Hon'ble Supreme Court dated 03-11-2017 in Civil Appeal No. 17869-17870 filed by Orissa Lift Irrigation Corp. Ltd Versus Rabi Sankar Patro & Ors. and its acceptance by the MHRD, the HEIs are informed that if any deviation is noticed, the same would entail not only withdrawal of permission / recognition for such ODL course but also for other courses offered by the institution, on regular and conventional mode.
5. Clause 11.1 of UGC (Minimum standard and procedures for awards of M.Phil/Ph.D Degree) Regulation, 2016 notified in Gazette dated 05.05.2016 states that *"notwithstanding anything contained in these regulations or any other rule or regulation, for the time being in force, no university; institutions, deemed to be a university and college shall conduct M.Phil and Ph.D. programmes through distance education mode"*.
6. The HEIs should ensure that the duration and nomenclature of the degrees is strictly as per the UGC notification on Specification of Degrees.
7. All Category-I HEIs shall upload all the details ensuring compliance to the relevant clauses of UGC (ODL) Regulations, 2017 and its amendments, on their website and also submit the affidavit to UGC as per decision taken by the Commission in its 538th meeting held on 29.01.2019

Note:

a) The HEIs shall strictly abide by all the provisions contained in the UGC (ODL) Regulations, 2017 and its subsequent amendments.
b) The period of entitlement of Category-I HEIs to offer programmes through ODL mode shall be as per provisions stipulated under Clause 6 of the UGC (Categorisation of Universities (Only) for grant of Graded Autonomy) Regulations, 2018.
c) The HEIs shall intimate the Commission about its changed status as per Clause 6 of the UGC (Categorisation of Universities (Only) for grant of Graded Autonomy) Regulations, 2018.
d) The list will be updated from time to time on receipt of affidavits from HEIs under Category – I.

(Prof. Rajnish Jain)
Secretary, UGC

UNIVERSITY GRANTS COMMISSION

UNIVERSITY GRANTS COMMISSION
DISTANCE EDUCATION BUREAU
(ONLINE EDUCATION)

F.No.2-9/2020 (OL) **Dated: 30.01.2020**

UNIVERSITY GRANTS COMMISSION UPDATED RECOGNITION LIST OF THE HIGHER EDUCATIONAL INSTITUTIONS (HEIs) IN SUPERSESSION TO THE RECOGNITION LIST NOTIFIED ON 29.01.2020 FOR THE YEAR 2019-20, ACADEMIC SESSION BEGINNING JANUARY, 2020 AND ONWARDS FOR OFFERING PROGRAMMES THROUGH ONLINE MODE

On the basis of applications received under UGC (Online Courses or Programmes) Regulations, 2018 to offer courses or programmes in Online mode, the following programmes of the HEIs have been recognised for 2019-20, academic session beginning January, 2020 and onwards:

S. No.	STATE	NAME/ CATEGORY OF HEI	PERIOD OF RECOGNITION	LIST OF PROGRAMMES RECOGNISED FOR 2019-20, ACADEMIC SESSION BEGINNING JANUARY, 2020 AND ONWARDS		
				NUMBER OF RECOGNISED PROGRAMMES	NAME OF RECOGNISED PROGRAMMES	MINIMUM DURATION
1.	Delhi	Indira Gandhi National Open University, New Delhi (Central University)	2019-20, academic session beginning from January, 2020 upto 2020-21	3	1. CERTIFICATE IN TOURISM STUDIES	6 Months
					2. CERTIFICATE IN RUSSIAN LANGUAGE	6 Months
					3. CERTIFICATE IN ARABIC LANGUAGE	6 Months
2.	Karnataka	JSS Academy of Higher Education and Research, Mysuru (Deemed to be University)	2019-20, academic session beginning from January, 2020 upto 2020-21	2	1. MASTER OF BUSINESS ADMINISTRATION (HOSPITAL ADMINISTRATION)	2 Years
					2. POST GRADUATE DIPLOMA IN BIOINFORMATICS	1 Year
3.	Karnataka	Manipal Academy of Higher Education, Manipal (Deemed to be University)	2019-20, academic session beginning from January, 2020 upto 2020-21	1	1. MASTER OF BUSINESS ADMINISTRATION	2 Years
4.	Maharashtra	Bharati Vidyapeeth, Pune (Deemed to be University)	2019-20, academic session beginning from January, 2020 upto 2020-21	2	1. BACHELOR OF BUSINESS ADMINISTRATION	3 Years
					2. MASTER OF BUSINESS ADMINISTRATION	2 Years

UNIVERSITY GRANTS COMMISSION

UNIVERSITY GRANTS COMMISSION
DISTANCE EDUCATION BUREAU
(ONLINE EDUCATION)

F.No.2-9/2020 (OL) **Dated: 30.01.2020**

S. No.	STATE	NAME/ CATEGORY OF HEI	PERIOD OF RECOGNITION	LIST OF PROGRAMMES RECOGNISED FOR 2019-20, ACADEMIC SESSION BEGINNING JANUARY, 2020 AND ONWARDS		
				NUMBER OF RECOGNISED PROGRAMMES	NAME OF RECOGNISED PROGRAMMES	MINIMUM DURATION
5.	Maharashtra	Dr. D.Y. Patil Vidyapeeth, Pune (Deemed to be University)	2019-20, academic session beginning from January, 2020 upto 2020-21	3	1. MASTER OF BUSINESS ADMINISTRATION	2 Years
					2. CERTIFICATE PROGRAMME IN DIGITAL MARKETING	6 Months
					3. CERTIFICATE PROGRAMME IN HOSPITAL & HEALTHCARE MANAGEMENT	6 Months
6.	Tamil Nadu	Shanmugha Arts, Science, Technology & Research Academy, Thanjavur (Deemed to be University)	2019-20, academic session beginning from January, 2020 upto 2020-21	2	1. BACHELOR OF COMPUTER APPLICATIONS	3 Years
					2. DIPLOMA IN SANSKRIT	1 Year
7.	Uttar Pradesh	Amity University, Noida (Private University)	2019-20, academic session beginning from January, 2020 upto 2020-21	24	1. BACHELOR OF ARTS (TOURISM ADMINISTRATION)	3 Years
					2. BACHELOR OF BUSINESS ADMINISTRATION	3 Years
					3. BACHELOR OF COMPUTER APPLICATIONS	3 Years
					4. BACHELOR OF ARTS (JOURNALISM AND MASS COMMINICATION)	3 Years
					5. BACHELOR OF COMMERCE	3 Years
					6. BACHELOR OF ARTS	3 Years
					7. MASTER OF COMMERCE (FINANCIAL MANAGEMENT)	2 Years

UNIVERSITY GRANTS COMMISSION

UNIVERSITY GRANTS COMMISSION
DISTANCE EDUCATION BUREAU
(ONLINE EDUCATION)

F.No.2-9/2020 (OL) **Dated: 30.01.2020**

S. No.	STATE	NAME/ CATEGORY OF HEI	PERIOD OF RECOGNITION	LIST OF PROGRAMMES RECOGNISED FOR 2019-20, ACADEMIC SESSION BEGINNING JANUARY, 2020 AND ONWARDS		
				NUMBER OF RECOGNISED PROGRAMMES	NAME OF RECOGNISED PROGRAMMES	MINIMUM DURATION
					8. MASTER OF ARTS (JOURNALISM AND MASS COMMUNICATION)	2 Years
					9. MASTER OF BUSINESS ADMINISTRATION	2 Years
					10. MASTER OF COMPUTER APPLICATIONS	3 Years
					11. POST GRADUATE DIPLOMA IN MARKETING AND SALES MANAGEMENT	1 Year
					12. POST GRADUATE DIPLOMA IN FINANCE AND ACCOUNTING	1 Year
					13. POST GRADUATE DIPLOMA IN HUMAN RESOURCE MANAGEMENT	1 Year
					14. POST GRADUATE DIPLOMA IN JOURNALISM AND MASS COMMUNICATION	1 Year
					15. POST GRADUATE DIPLOMA IN LOGISTICS AND SUPPLY CHAIN MANAGEMENT	1 Year
					16. POST GRADUATE DIPLOMA IN NGO MANAGEMENT	1 Year
					17. POST GRADUATE DIPLOMA IN RETAIL MANAGEMENT	1 Year
					18. POST GRADUATE DIPLOMA IN INTERNATIONAL BUSINESS	1 Year
					19. POST GRADUATE DIPLOMA IN ADVERTISING AND BRAND MANAGEMENT	1 Year

UNIVERSITY GRANTS COMMISSION

UNIVERSITY GRANTS COMMISSION
DISTANCE EDUCATION BUREAU
(ONLINE EDUCATION)

F.No.2-9/2020 (OL) **Dated: 30.01.2020**

S. No.	STATE	NAME/ CATEGORY OF HEI	PERIOD OF RECOGNITION	LIST OF PROGRAMMES RECOGNISED FOR 2019-20, ACADEMIC SESSION BEGINNING JANUARY, 2020 AND ONWARDS		
				NUMBER OF RECOGNISED PROGRAMMES	NAME OF RECOGNISED PROGRAMMES	MINIMUM DURATION
					20. POST GRADUATE DIPLOMA IN PUBLIC ACCOUNTING	1 Year
					21. POST GRADUATE DIPLOMA IN TRAVEL AND TOURISM MANAGEMENT	1 Year
					22. POST GRADUATE DIPLOMA IN DIGITAL MARKETING STRATEGIES	1 Year
					23. POST GRADUATE DIPLOMA IN BUSINESS ANALYTICS AND INTELLIGENCE	1 Year
					24. POST GRADUATE DIPLOMA IN BUSINESS MANAGEMENT	1 Year

Important Note for Stakeholders:

1. **The HEIs shall comply with all provisions of the University Grants Commission (Online Courses or Programmes) Regulations, 2018.**
2. **Recognized HEIs may start admission process in the programmes recognised as per this list, from academic session beginning January, 2020.**
3. **No Higher Educational Institution apart from the list mentioned herein shall offer any Online Courses or Programmes and admit students thereto and admission shall not be made in anticipation of the approval.**
4. **The HEIs shall ensure the compliance of entry level qualification, mode of admission, duration of programme (minimum & maximum) and number of credits as per UGC notification on specification of degrees, UGC (Online Courses or Programmes) Regulations, 2018 and other instructions/notices issued by UGC and other statutory/regulatory bodies from time to time.**
5. **The stakeholders are requested to refer to various public notices on UGC website (http://www.ugc.ac.in/deb/notices.html), which are updated from time to time.**

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UNIVERSITY GRANTS COMMISSION

www.ugc.ac.in/deb

ज्ञान-विज्ञान विमुक्तये

SPEED POST

UNIVERSITY GRANTS COMMISSION
DISTANCE EDUCATION BUREAU
35-FEROZE SHAH ROAD
NEW DELHI-110 001

F.No. UGC/DEB/BVU/Pune/MAH/2016

Dated: 15th July, 2016

15 JUL 2016

The Registrar
Bharati Vidyapeeth,
Bharati Vidyapeeth Bhavan,
L.B.S. Marg,
Pune-411030
Maharashtra.

Sub: *Recognition for offering programmes in Open & Distance Learning (ODL)mode from academic year 2016-17 - regarding.*

Sir/Madam,

This is in reference to your proposal submitted for consideration of recognition in response to UGC letter no12-3/2016 (DEB)II) dated 21.03.2016 and subsequent interface meeting attended by your University/Institutions. In this regard, I am directed to inform that it has been decided to accord recognition to your institution to offer certain programmes through distance mode for two academic years i.e. 2016-17 and 2017-18 subject to strict adherence and compliance of the conditions mentioned in this letter.

2 The university shall scrupulously abide by the following terms and conditions, while offering the programmes through distance learning mode in accordance with the Affidavit dated 5.7.2016, duly notarised and signed by Sh. G. Jayakumar, Registrar of the University, submitted to the Commission vide letter dated 5.7.2016.

3 The recognition accorded to the institution will be valid only for the programmes/courses as mentioned in the list attached with this letter.

i) The University shall offer only those programmes through Open and Distance Learning (ODL) mode, which are approved by the statutory bodies of the University as per norms and also by UGC and wherever necessary by the apex regulatory bodies in the country.

ii) It is the responsibility of the University to follow the norms prescribed by the concerned regulatory body/ies such as UGC, AICTE, NCTE/any other and also seek its/their prior approval, wherever required.

iii) The University shall not start any new programme without prior approval of UGC and other concerned regulatory authorities in anticipation of recognition.

iv) The nomenclature of all the programmes to be offered under distance mode shall be strictly as per UGC/AICTE Regulations.

IMPORTANT
Direct(ODE)
KEEP SAFE

Bharati Vidyapeeth Deemed University Pune - 30. Inward No. 453 Date 20/07/16

BVDU School of Distance Education Pune-30. Inward No. 1071 Date 25-07-2016

v) No teacher education programme shall be offered without prior approval of the NCTE (as per new NCTE regulations,2014)

vi) The Ministry of HRD's directions prohibiting B.E/ B.Tech through distance mode vide it's letter dated 29.07.2009 shall be adhered to strictly.

vii) The programmes in Engineering and Technology e.g. B.E/ B.Tech/ Diploma and courses in Medicines/ Nursing/ Physiotherapy etc. are not allowed and the University will not be offering the same.

viii) The university shall refrain from offering such programmes that are not allowed to be offered, through distance mode by the respective apex body/ies.

ix) No online programme leading to award of Degree/ Certification shall be offered by the University, until a policy is framed and approved by UGC in this regard.

x) The minimum duration of a programme, offered in ODL mode shall not be less than the minimum duration of similar programme offered through the regular mode. Nomenclature of programme and the minimum eligibility criteria for admission should be as per UGC norms and Regulations.

xi) The University shall run its ODL programmes only in those subjects/ fields which are offered by it through regular mode.

xii) The university shall have at least one full time faculty member exclusively for coordinating each programme at the headquarters.

xiii) The eligibility conditions for admissions to each course to be offered through distance learning mode shall be as per norms of UGC/AICTE and other regulatory bodies.

xiv) The territorial jurisdiction in respect of University for offering programmes through distance mode will be as per the policy of UGC on territorial jurisdiction and opening of off campuses/centres/study centres as mentioned in the UGC notification No.F.27-1/2012(CPP-II), dated 27th June 2013, a copy of which is also posted on the UGC website www.ugc.ac.in/deb.

xv) The programmes in distance mode will not be offered through franchising arrangement and /or through any private institution /college.

xvi) The Institution will have necessary infrastructure at its HQ as well as its Study Centres (if any) for conduction of practical work, wherever required.

4. Moreover, the University shall not offer any M.Phil/Ph.D Programme through distance learning mode in compliance to clause 5 of the UGC (Minimum Standard and Procedure for awards of M.Phil./Ph.D Degree), Regulation 2009.

5. The Institution's management of the distance education programmes will be open for review and inspection by the UGC. The academic norms of the programmes shall be under monitoring by the concerned regulatory authorities.

6. It may also be noted that:

i) If the institution fails to comply with the conditions of recognition for which the Affidavit, as mentioned above has been submitted or if it is found conducting affairs in a manner that leads to deterioration of academic standards, the UGC may withdraw its recognition at any stage. The University will be solely responsible for the same.

ii) The recognition can be reviewed depending on change of policy w.r.t ODL Regulations or otherwise.

iii) In case any information, documentary evidence submitted/produced by the University/institution is found to be false or fake at a later stage, the recognition of University/institution shall be withdrawn and the University/Institution concerned shall be solely responsible for the all consequences arising out of the same.

Yours faithfully,

(Amit Kumar Verma)
Education Officer

Copy to:

1. The Principal Secretary, Technical & Higher Education Department, Government of Maharashtra, Mantralaya, Annexe Building, Mumbai, Maharashtra-400032.
2. The Joint Secretary (HE/TEL), MHRD, Govt of India, Shastri Bhawan, New Delhi – 110 001
3. The Member Secretary, AICTE, 7th floor, Chanderlok Building, Janpath, New Delhi 110 001
4. The Member Secretary, National Council for Teacher Education, Hans Bhawan, New Delhi-110 002
5. Publication Officer (Web), UGC for updating website.
6. Guard file.

(R.I.S Bhardwaj)
Section Officer, DEB

Annexure

University Grants Commission
Distance Education Bureau

List of programmes approved by UGC to Bharati Vidyapeeth, Pune to be offered through distance mode during the academic year 2016-17 & 2017-18 only, as per the terms and conditions contained in the UGC letter F.No.UGC/DEB/BVU/Pune/MAH/2016 dated 15th July, 2016

S.No.	Name of Programme
1	B.A.(Bachelor of Arts)
2	B.A.(TS)(Bachelor of Arts-Tourism Studies)
3	B.Com.(Bachelor of Commerce)
4	B.Lib & I.Sc. (Bachelor of Library & Information Science)
5	M.Lib & I.Sc. (Master of Library & Information Science)
6	MA(Master of Arts-English
7	MA (Master of Arts-Economics)
8	MA(Master of Arts –Sociology)
9	M.Com (Master of Commerce)
10	BBA (Bachelor of Business Administration)
11	BCA(Bachelor of Computer Application)
12	MBA(Master of Business Administration)
13	MBA(IT)(Master of Business Administration-Information Technology)
14	MBA(Executive)(Master of Business Administration Executive)
15	MCA(Master of Computer Applications)
16	DTL(Diploma in Taxation Laws)
17	DLL & LW (Diploma in Labour Laws & Labour Welfare)
18	DIPL (Diploma in Intellectual Property Laws)

(Amit Kumar Verma)
Education Officer

ज्ञान विज्ञान विमुक्तये

डॉ.(श्रीमती) पंकज मित्तल
पूर्व कुलपति, बीपीएस. महिला विश्वविद्यालय, हरियाणा
संयुक्त सचिव

Dr. (Mrs.) Pankaj Mittal
Former Vice-Chancellor, BPS Women University, Haryana
Joint Secretary

सत्यमेव जयते

विश्वविद्यालय अनुदान आयोग
University Grants Commission

मानव संसाधन विकास मंत्रालय, भारत सरकार
Ministry of Human Resource Development, Govt. of India

बहादुरशाह ज़फ़र मार्ग, नई दिल्ली-110002
Bahadur Shah Zafar Marg, New Delhi-110002

Ph.: 011-23232055, Telefax : 011-23219716
Email : pankajugc@gmail.com | pankajugc@nic.in

F. No. UGC/DEB/BVU/Pune/MAH/2013/ July, 2015

22 JUL 2015

To,
The Vice Chancellor,
Bharati Vidyapeeth University,
Bharati Vidyapeeth Bhavan, L.B.S. Marg,
Pune-411 030
Maharashtra.

Sub : Continuation of recognition to Bharati Vidyapeeth University, Pune, Maharashtra for offering programmes through Open & Distance Learning (ODL) Mode for academic year 2015-16 – reg.

Sir,

1. Reference is invited to this office letter F.No. UGC/DEB/BVU/Pune/MAH/2013/7447-7451 dated 5th June, 2014 vide which Institute was given extension of recognition for the academic year 2014-15.

   In reply to this office letter No. F/12-2/2015 DEB III dated 29th May 2015, the reference received vide your letter No. BVDU: A5:2015-16/433 dated 02.7.2015 on the subject cited above along with the affidavit on the prescribed format, I am to inform you that the University Grants Commission (UGC) in its 505th meeting held on 22nd December, 2014 has taken a decision to maintain status quo for 2015-16 and accordingly the recognition/approval granted to the University for 2014-2015 vide aforementioned letter dated 5th June, 2014 would continue for the academic year 2015-16. Your University may continue to offer the 18 programmes as per the list attached as given along with the affidavit, through ODL mode which were approved by the statutory body of your Institute and were offered during 2014-15 during the academic year 2015-16 also.

2. The University shall compulsorily observe the following terms and conditions while offering the programmes through Open and Distance Learning mode during 2015-16 in accordance with the affidavit dated 02.07.2015 duly notarised and signed by, Mr. G. Jayakumar, the Registrar of Bharati Vidyapeeth University, Pune, Maharashtra forwarded by the Registrar himself vide letter No. BVDU: A5:2015-16/433 dated 02.7.2015 mentioned above :-

i) The University shall offer only those programmes through open and distance mode which are approved by the statutory bodies of the University as per norms and also by UGC and wherever necessary by the Apex regulatory bodies of the country.

ii) It is the responsibility of the University to follow the norms prescribed by the concerned regulatory body/ies such as UGC/AICTE/NCTE, or any other and also seek its/their prior approval, wherever required, before offering any specific programme through distance mode.

iii) The University shall not start any new programme without prior approval of UGC and other concerned regulatory authorities in anticipation of recognition.

iv) The Nomenclature of all programmes shall be as per UGC/AICTE Regulations.

v) No teacher education programmes shall be offered without prior approval of the NCTE.

vi) The MHRD directions prohibiting B.E./B.Tech through Distance mode vide its letter dated 29.7.2009 shall be adhered to strictly (copy at UGC website).

vii) Programmes in Engineering and Technology i.e. BE/B.Tech/Diploma courses in Medicine/Nursing/Physiotherapy etc. are not allowed through distance mode and University shall not offer the same.

viii) The University shall refrain from offering such programmes that are not allowed to be offered through distance mode by respective Apex body/ies.

ix) No on line programme leading to award of degree/certificate shall be offered by the Institute until a policy is framed and approved by UGC in this regard.

x) The minimum duration of a programme offered through ODL mode should not be less than the minimum duration of similar programme offered through the regular mode.

xi) The University shall run its Open and Distance Learning programmes in those subject/fields which are offered by it through regular mode only.

xii) The University should have at least one full time faculty member exclusively for coordinating each programme at the headquarters.

xiii) The eligibility conditions for admissions shall be as per norms of UGC/AICTE and other regulatory bodies.

xiv) The territorial jurisdiction in respect of University for offering programmes through distance mode will be as per the policy of UGC on territorial jurisdiction and opening of off campuses/centres/study centres as mentioned in the UGC notification No.F.27-1/2012 (CPP-II), dated 27th June, 2013, a copy of which is also posted in the UGC website www.ugc.ac.in/deb.

xv) In respect of standalone Institutions (other than the Universities), the territorial jurisdiction will be headquarters.

xvi) The programme in distance mode will not be offered through franchising arrangement and/or through any Private Institution/College.

3. Moreover, the University shall not offer any M.Phil/Ph.D Programme through distance learning mode in compliance to clause 5 of the UGC (Minimum Standard and Procedure for awards of M.Phil./Ph.D Degree), Regulation 2009.

4. The University's management of the distance education programmes will be open for review and inspection by the UGC. The academic norms of the programmes shall be under monitoring by the concerned regulatory authorities.

5. Your University is required to send a list of programmes (approved by the statutory bodies) and DEB/UGC that are on offer through distance mode during 2015-16, duly authenticated by the Registrar. It may also be noted that :

i) If the University/Institution fails to comply with the conditions of recognition or if it is found conducting affairs in a manner that leads to deterioration of academic standards, the UGC may withdraw its recognition.

ii) In case any information, documentary evidence submitted/produced by the University/Institution is found to be false or fake at a later stage, the recognition of University/Institution shall be withdrawn and the University/Institution concerned shall be solely responsible for the career of the students enrolled.

Yours faithfully,

(Pankaj Mittal)
Joint Secretary

Encl. – As above.

C.C.

1. **The Director, School of Distance Education, Bharati Vidyapeeth University, Bharati Vidyapeeth Bhavan, L.B.S. Marg, Pune – 411 030, Maharashtra.**
2. **The Principal Secretary, Technical and Higher Education Department, Govt. of Maharashtra, Mantralaya, Annex Building, Mumbai, Maharashtra -400032.**
3. **The Member Secretary, All India Council for Technical Education (AICTE), 7th floor, Chanderlok Building, Janpath, New Delhi -110001.**
4. **The Joint Secretary (TEL), Department of Higher Education, MHRD, Govt. of India, Shastri Bhawan, New Delhi – 110015.**
5. **Concerned File**
6. **Master File**
7. **Publication Officer (Web), UGC for updating website.**

DEEMED UNIVERSITY, PUNE (INDIA)
SCHOOL OF DISTANCE EDUCATION

Programmes offered for the Academic Year 2015-2016

Sr. No.	Programme
	(A) Faculty of Arts, Commerce & Social Sciences
1	B.A. - (Bachelor of Arts)
2	BA - (Bachelor of Arts - Tourism Studies)
3	B.Com - (Bachelor of Commerce)
4	B.Lib & I.Sc. - (Bachelor of Library & Information Science)
5	M.Lib & I.Sc. - (Master of Library & Information Science)
6	MA - (Master of Arts - English)
7	MA - (Master of Arts - Economics)
8	MA - (Master of Arts - Sociology)
9	M.Com. - (Master of Commerce)
	(B) Faculty of Management Studies
10	BBA - (Bachelor of Business Administration)
11	BCA - (Bachelor of Computer Applications)
12	MBA - (Master of Business Administration)
13	MBA (IT) - (Master of Business Administration - Information Technology)
14	MBA (Executive) - (Master of Business Administration - Executive)
15	MCA - (Master of Computer Applications)
	(C) Faculty of Law
16	DTL - (Diploma in Taxation Laws)
17	DLL&LW - (Diploma in Labour Laws & Labour Welfare)
18	DIPL - (Diploma in Intellectual Property Laws)

G. Raghavan

By Speed post

ज्ञान-विज्ञान विमुक्तये

UNIVERSITY GRANTS COMMISSION
Distance Education Bureau
(Camp Office: DEC building, IGNOU Campus, Maidan garhi, New Delhi 110068)
(phone: 011-29533340; 29571828, Fax: 011-29536668)

F.No. UGC/DEB/BVU/Pune/MAH/2013 7447-7457 05th June, 2014

To,

The Vice-Chancellor
Bharati Vidyapeeth University
Bharati Vidyapeeth Bhavan, L.B.S. Marg
Pune-411 030
Maharashtra

Sub. : Continuation of recognition to Bharati Vidyapeeth University, Pune, Maharashtra for offering programmes through Open & Distance Learning (ODL) mode for academic year 2014 - 15 - reg.,

Sir/Madam,

Reference is invited to Office letter F.No. DEC/BVU/Pune/MAH/2009/20793, dated 18th March 2009 conveying the approval of the Distance Education Council (DEC) to your University for offering programmes through Open & Distance Learning (ODL) mode. In this regard, I am directed to inform that the UGC has taken a decision to maintain status quo for 2014-15 and accordingly the recognition/approval granted to your University vide the aforementioned letter would continue for academic year 2014-15. Your University may offer the programmes through ODL mode which were approved by the statutory body of your University and were offered during 2013-14 in accordance with approval conveyed by Distance Education Council (DEC) vide DEC/BVU/Pune/MAH/2009/20793, dated 18th March 2009 (Copy enclosed).

2 The above recognition is subject to the following terms and conditions:

i) The University shall offer only those programmes through distance mode which are approved by the statutory bodies of the University as per norms and wherever necessary by the Apex regulatory bodies of the country.
ii) It is the responsibility of the University/Institution to follow the norms prescribed by the concerned regulatory body/ies such as UGC/AICTE/any other, and also

seek its/their prior approval, wherever required, for any specific programme mentioned above.

iii) Nomenclature of all programmes shall be as per UGC/AICTE.

iv) No teacher education programmes can be offered without prior approval of the NCTE.

v) Programmes in physiotherapy are not allowed through distance mode.

vi) University/Institution shall refrain from offering such programmes that are not allowed to be offered through distance mode by respective apex body/ies.

vii) MHRD directions prohibiting B.E./ B.Tech through Distance mode vide its letter dated 29/07/2009 shall be adhered to strictly (copy at UGC website).

viii) The eligibility conditions for admissions will be as per UGC/AICTE norms.

ix) The minimum duration of a programme offered through ODL mode should not be less than the minimum duration of similar programme offered through the regular mode.

x) The University has at least one full time faculty member exclusively for coordinating each programme at the headquarters.

xi) The territorial jurisdiction in respect of Universities for offering programmes through distance mode will be as per the policy of UGC on territorial jurisdiction and opening of off campuses/centres/study centres as mentioned in the UGC notification No.F.27-1/2012(CPP-II), dated 27th June 2013, a copy of which is also posted in the UGC website www.ugc.ac.in/deb. In respect of standalone Institutions (other than the Universities), the territorial jurisdiction will be headquarters.

xii) Franchising arrangement for offering programmes in distance mode in any form is not allowed.

3. The Institution's management of the distance education programmes will be open for review and inspection by the UGC. The academic norms of the programmes shall be under monitoring by the concerned regulatory authorities.

4. Before launching the programme/s, the Institution shall submit an affidavit within 30 days from date of issue of this letter that it agrees to and will abide by all terms and conditions contained in letter referred to in para 1 above and the terms and conditions laid down in para 2 above. In case the UGC does not receive the affidavit within 30 days from the date of issue of this letter, the approval accorded to your Institution will be liable to be withdrawn. It may also be noted that:

i) If the institution fails to comply with the conditions of recognition or if it is found conducting affairs in a manner that leads to deterioration of academic standards, the UGC may withdraw its recognition.

ii) In case any information, documentary evidence submitted/produced by the University/institution is found to be false or fake at a later stage, the recognition of

University/institution shall be withdrawn and the University/Institution concerned shall be solely responsible for the career of the students enrolled.

5. Your university is required to send along with the affidavit, a list of programmes (approved by the statutory bodies) that are on offer through distance mode currently, duly authenticated by the Registrar.

Yours faithfully,

(Dev Kant Rao)
Dy. Director

Enclosed: as above

Copy to:

1. The Director, School of Distance Education, Bharati Vidyapeeth University, Bharati Vidyapeeth Bhavan, L.B.S Marg, Pune-411 030, Maharashtra
2. The Principal Secretary, Technical and Higher Education Department, Govt of Maharashtra, Mantralaya, Annexe Building, Mumbai, Maharashtra – 400032
3. The Member Secretary, All India Council for Technical Education (AICTE), 7th floor, Chanderlok building, Janpath, New Delhi 110001
4. Shri Praveen Prakash, Joint Secretary (TEL), Department of Higher education, MHRD, Govt of India, Shastri Bhawan, New Delhi 110015.
5. Concerned file
6. Master file
7. Publication Officer (Web), UGC for updating website.

इन्दिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय
INDIRA GANDHI NATIONAL OPEN UNIVERSITY
मैदान गढ़ी, नई दिल्ली-110068, भारत
MAIDAN GARHI, NEW DELHI-110068, INDIA
फोन PHONE : (O) 91-11-29533367
फैक्स FAX : 91-11-29536668
ई-मेल E-mail : smanjulika@hotmail.com

प्रो० मंजुलिका श्रीवास्तव
निदेशक
Prof. Manjulika Srivastava
Director

20790

F.No. DEC/BVU/Pune/MAH/2009/
Dated: 18.03.2009

Sub: Continuation of Provisional recognition - Reg.

Dear Sir,

This has reference to your application dated 13.01.2009 requesting the Distance Education Council for continuation of recognition of your university for programmes offered through distance mode from the year 2008 -09 onwards.

In this connection we would like to inform you that vide our letter no. F.No. DEC/Univ/State/07/5737 dated 03.09.2007, your university was accorded provisional recognition for one year i.e. 2007-08 for programmes offered through distance mode. We would like to inform you that your proposal for granting regular recognition to your university is under process. Meanwhile, your university has been granted continuation of provisional recognition till such time the committee visit your university and submit its recommendations and a decision is taken by the joint committee on the same.

However, we maintain that it is the responsibility of the institution/university to follow the norms prescribed by the concerned regulatory bodies or seek its recognition for professional/technical programme/s as per the requirements. Getting approval of concerned statutory apex body for relevant programme/s will be the sole responsibility of the institution.

The DEC does not allow franchising of study centres.

Further, we would also like to mention that the territorial jurisdiction for offering distance education programmes would be as per Acts and Statutes of your university.

With regards,

Yours sincerely,

(Director, DEC)

The Director
School of Distance Education
Bharati Vidyapeeth University,
Bharati Vidyapeeth Bhavan, L.B.S. Marg
Pune – 411 030
Maharashtra

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[illegible]
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[illegible]
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F.No: DEC/Univ/ State/ 07/ 5737
Dated: 3-9-07

प्रो० स्वराज बसु
निदेशक
Prof. Swaraj Basu
Director

Sub: Provisional Recognition

Dear Sir,

This has reference to your application to the Distance Education Council requesting for recogntition of programmes offered through distance mode by your university.

We would like to inform you that your university has been granted provisional recognition for offering programmes (approved by the statutory bodies of your university) through distance mode for a period of one year w.e.f. the date of issue of this letter.

However, for recognition of your institution for offering programmes through distance mode in the next academic year i.e. from June-July, 2008, you are requested to submit a fresh application in the prescribed format developed by the DEC which may be downloaded from the DEC website: www.dec.ac.in.

We would also like to inform you that the DEC has decided not to insist on territorial jurisdiction to be followed by institutions in offering programmes through distance mode and on that matter universities should be governed by their own Acts and Statutes.

With regards

Yours sincerely,

Swaraj Basu

(SWARAJ BASU)

Dr. S.V. Kadvekar
Director
Directorate of Distance Education
Bharathi Vidyapeeth
Lal Bahadur Shastri Marg
Pune-411 030
Maharashtra

दूरस्थ शिक्षा परिषद
DISTANCE EDUCATION COUNCIL
इग्नू परिसर, मैदान गढ़ी, नई दिल्ली-110068
IGNOU CAMPUS, MAIDAN GARHI, NEW DELHI-110068, INDIA
फोन (PHONE) : 91-011- 29532707, 29532484 फैक्स (FAX) : 91-011-29535933
ई-मेल (E-mail) : vc@ignou.ac.in, rajasekharpillai@gmail.com

प्रो. वी. एन. राजशेखरन पिल्लै
अध्यक्ष
Prof. V. N. Rajasekharan Pillai
Chairman

DEC/07
July 26, 2007

Dear Shri Jayakumar,

We are in receipt of your letter No.BV/IMR/ND/DDE/780/2006-07 dated 18th July 2007 requesting approval for establishment of School of Distance Education in Bharati Vidyapeeth University, Pune.

In this connection, I would like to inform you that your proposal is under active consideration by the UGC-AICTE-DEC joint committee. A meeting of the joint committee is scheduled for 7th August 2007 and your proposal is coming up before this meeting. The final outcome of the deliberations will be communicated to you within a month. In the meantime, DEC has no objection for continuing the ongoing programmes.

With best wishes and regards.

Yours sincerely,

(V.N. Rajasekharan Pillai)

Shri G. Jayakumar
Registrar
Bharati Vidyapeeth University
Pune

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
Bharati Vidyapeeth University
(Deemed to be University u/s 3 of the UGC Act, 1956)
Sadashiv Peth, Pune, Maharashtra as
Accredited
with CGPA of 3.53 on seven point scale
at A^+ grade
valid up to March 27, 2024

Date : March 28, 2017

Director

EC(SC)/23/A&A/363

UGC Portal | MHRD, National Institute Rankin

nirfindia.org/2018/UniversityRanking.html

IR-2-O-EM-U-0020	Koneru Lakshmaiah Education Foundation University	More Details	Vaddeswaram	Andhra Pradesh	42.78	56
IR-1-O-O-U-0225	KLE Academy of Higher Education and Research	More Details	Belagavi	Karnataka	42.76	57
IR-1-O-O-U-0246	University of Agricultural Sciences	More Details	Dharwad	Karnataka	42.55	58
IR-3-O-OEM-U-0369	Pondicherry University	More Details	Puducherry	Pondicherry	42.36	59
IR-1-O-O-U-0376	Guru Nanak Dev University	More Details	Amritsar	Punjab	42.36	59
IR-1-O-O-U-0341	North Eastern Hill University	More Details	Shillong	Meghalaya	42.34	61
IR-1-O-D-U-0036	Sri Venkateswara Institute of Medical Sciences	More Details	Tirupati	Andhra Pradesh	42.33	62
IR-2-O-OE-U-0507	Dayalbagh Educational Institute	More Details	Agra	Uttar Pradesh	41.95	63
IR-4-O-OEMP-U-0389	Banasthali Vidyapith	More Details	Banasthali	Rajasthan	41.88	64
IR-1-O-O-U-0487	Tamil Nadu Veterinary & Animal Sciences University	More Details	Chennai	Tamil Nadu	41.73	65
IR-1-O-O-I-1361	Bharati Vidyapeeth	More Details	Pune	Maharashtra	41.71	66
IR-1-O-O-U-0448	Bharathidasan University	More Details	Tiruchirappalli	Tamil Nadu	41.63	67
IR-1-O-O-U-0121	Goa University	More Details	Goa	Goa	40.66	68
IR-1-O-O-U-0253	Cochin University of Science and Technology	More Details	Cochin	Kerala	40.53	69
IR-2-O-OE-U-0098	Delhi Technological University	More Details	New Delhi	Delhi	40.52	70
IR-1-O-O-U-0181	Dr. Y. S. Parmar University of Horticulture and Forestry	More Details	Solan	Himachal Pradesh	40.30	71
IR-1-O-D-U-0370	Sri Balaji Vidyapeeth Mahatma Gandhi Medical College Campus	More Details	Puducherry	Pondicherry	40.25	72
IR-1-O-O-U-0251	Calicut University	More Details	Malappuram	Kerala	40.06	73
IR-5-O-OEMAL-U-0099	Guru Gobind Singh Indraprastha University	More Details	New Delhi	Delhi	40.05	74
IR-1-O-O-U-0568	Bidhan Chandra Krishi Vishwavidyalaya	More Details	Nadia	West Bengal	39.98	75

सत्यमेव जयते

Government of India
Ministry of Human Resource Development

nirf

India Rankings 2018

(National Institutional Ranking Framework)

Bharati Vidyapeeth, Pune

ranked 93 in Overall Category

CHAIRMAN, NBA

MEMBER SECRETARY, NBA

UGC Portal | MHRD, National Institute Rankin

nirfindia.org/2019/UniversityRanking.html

IR-O-U-0376	Guru Nanak Dev University	More Details	Amritsar	Punjab	43.69	55
IR-O-U-0329	Symbiosis International	More Details	Pune	Maharashtra	43.65	56
IR-O-N-10	SVKM`s Narsee Monjee Institute of Management Studies	More Details	Mumbai	Maharashtra	43.63	57
IR-O-U-0497	Amity University	More Details	Gautam Budh Nagar	Uttar Pradesh	43.53	58
IR-O-U-0202	Birla Institute of Technology	More Details	Ranchi	Jharkhand	43.49	59
IR-O-U-0448	Bharathidasan University	More Details	Tiruchirappalli	Tamil Nadu	43.41	60
IR-O-U-0389	Banasthali Vidyapith	More Details	Banasthali	Rajasthan	43.22	61
IR-O-I-1361	Bharati Vidyapeeth	More Details	Pune	Maharashtra	42.89	62
IR-O-U-0159	Chaudhary Charan Singh Haryana Agricultural University	More Details	Hisar	Haryana	42.36	63
IR-O-U-0251	Calicut University	More Details	Malappuram	Kerala	42.22	64
IR-O-U-0253	Cochin University of Science and Technology	More Details	Cochin	Kerala	41.42	65
IR-O-U-0099	Guru Gobind Singh Indraprastha University	More Details	New Delhi	Delhi	41.21	66
IR-O-U-0123	Anand Agricultural University	More Details	Anand	Gujarat	41.20	67
IR-O-U-0470	Periyar University	More Details	Salem	Tamil Nadu	40.99	68
IR-O-U-0225	KLE Academy of Higher Education and Research	More Details	Belagavi	Karnataka	40.92	69

Government of India
Ministry of Human Resource Development

nirf

Certificate

NATIONAL INSTITUTIONAL RANKING FRAMEWORK

INDIA RANKINGS 2019

Bharati Vidyapeeth, Pune

Ranked 88 in Overall Category

CHAIRMAN, NBA

MEMBER SECRETARY, NBA

UGC Portal | MHRD, National Institute Rankin

nirfindia.org/2020/UniversityRanking.html

IR-O-U-0448	Bharathidasan University	More Details	Tiruchirappalli	Tamil Nadu	46.41	53
IR-O-U-0251	Calicut University	More Details	Malappuram	Kerala	46.37	54
IR-O-U-0389	Banasthali Vidyapith	More Details	Banasthali	Rajasthan	46.32	55
IR-O-U-0642	Shiv Nadar University	More Details	Dadri	Uttar Pradesh	46.11	56
IR-O-N-10	SVKM ' s Narsee Monjee Institute of Management Studies	More Details	Mumbai	Maharashtra	46.01	57
IR-O-U-0369	Pondicherry University	More Details	Puducherry	Pondicherry	45.82	58
IR-O-U-0446	Bharath Institute of Higher Education & Research	More Details	Chennai	Tamil Nadu	45.67	59
IR-O-U-0463	Madurai Kamaraj University	More Details	Madurai	Tamil Nadu	45.58	60
IR-O-U-0295	Datta Meghe Institute of Medical Sciences	More Details	Wardha	Maharashtra	45.24	61
IR-O-U-0253	Cochin University of Science and Technology	More Details	Cochin	Kerala	45.02	62
IR-O-I-1361	Bharati Vidyapeeth	More Details	Pune	Maharashtra	44.84	63
IR-O-U-0383	Punjabi University	More Details	Patiala	Punjab	44.07	64
IR-O-U-0318	Mumbai University	More Details	Mumbai	Maharashtra	44.00	65
IR-O-U-0202	Birla Institute of Technology	More Details	Ranchi	Jharkhand	43.50	66
IR-O-U-0345	Mizoram University	More Details	Aizawl	Mizoram	43.49	67
IR-O-U-0215	Bangalore University	More Details	Bangalore	Karnataka	43.33	68
IR-O-U-0298	Dr. Babasaheb Ambedkar Marathwada University	More Details	Aurangabad	Maharashtra	43.12	69
IR-O-U-0225	KLE Academy of Higher Education and Research	More Details	Belagavi	Karnataka	43.10	70
IR-O-U-0011	Gandhi Institute of Technology and Management	More Details	Visakhapatnam	Andhra Pradesh	42.79	71
IR-O-U-0458	Kalasalingam Academy of Research and Higher Education	More Details	Srivilliputtur	Tamil Nadu	42.57	72
IR-O-U-0232	Kuvempu University	More Details	Shimoga	Karnataka	42.45	73

ज्ञान-विज्ञान विमुक्तये

UNIVERSITY GRANTS COMMISISON

Bahadur Shah Zafar Marg

New Delhi-110 002

F.No. 1-22/2018 (DEB-I) November, 2019

PUBLIC NOTICE

Open and Distance Learning and Online Programmes-Important Information to Stakeholders

A: Open and Distance Learning Programmes

1. **Ensuring Recognition Status:**
The students (or Learners) before taking admission, must ensure the Recognition Status of the Higher Educational Institutions (HEIs) for that particular programme in that academic session on UGC website www.ugc.ac.in/deb or http://deb.ugc.ac.in.

2. **Year-wise (academic session wise) Recognition status of HEIs:**
The year-wise (academic session wise) recognition status of HEIs approved to offer Programmes through open and distance mode for academic years 2018-19, 2019-20 and onwards (academic sessions beginning July, 2018, January, 2019, July, 2019 and onwards), is already in public domain and can be accessed at UGC website www.ugc.ac.in/deb or http://deb.ugc.ac.in. Kindly ensure reading the notifications at Notice Board before taking admission anywhere. The notifications can be accessed on UGC website at the following link: http://www.ugc.ac.in/deb/notices.html or http://deb.ugc.ac.in/Notices.

3. **Category-I HEIs intending to offer ODL programs:**
In addition, a list of Higher Educational Institutions (HEIs) under Category – I as per UGC (Categorisation of Universities (Only) for grant of Graded Autonomy) Regulations, 2018 which have expressed their intention to offer ODL programmes and submitted affidavits in the prescribed format, has been uploaded on UGC website. The same can also be accessed through UGC website at the following link: http://www.ugc.ac.in/deb/notices.html or http://deb.ugc.ac.in/Notices. It is for information that category-I HEIs shall also comply to all the provisions of UGC (ODL) Regulations, 2017 and its Amendments.

4. **Admission timeline:**
The Commission in its 544th meeting held on 16.10.2019 has decided that considering the reasons for extension of last date of admission this year and of the facts that in India rainy season generally continues till

UNIVERSITY GRANTS COMMISSION

August/September every year and admissions in conventional programmes ends in August, the schedule for admissions in ODL programmes henceforth shall be as follows:

a) Academic session beginning January - admission last date February end

b) Academic session beginning July - admission last date September end

The Commission also decided that the HEIs shall upload the admission details within fifteen days from the last date of the admissions in the respective academic session i.e. 15th October for July academic session and 15th March for January academic session.

5. Duration of academic session:

Academic session is defined in clause (a) of Regulation 2 in Part-I of UGC (ODL) Regulations, 2017 as "duration of twelve months beginning either in January or in the month of July of every year". Accordingly, HEIs have been accorded recognition and the same is available on UGC website (www.ugc.ac.in/deb; http://deb.ugc.ac.in).

6. Specification of Degrees:

The HEIs should ensure that the minimum duration, nomenclature and qualification for the degree is strictly as per the UGC notification on Specification of Degrees. The same can also be accessed through UGC website at the following link: https://ugc.ac.in/ugc_notices.aspx

7. Programmes prohibited in ODL mode:

The HEIs cannot start or run any professional courses governed by specific Acts of Parliament, except with the prior and specific approval of the authority constituted thereunder. The professional courses prohibited as per Sub Regulation (3) of Regulation 1 in Part (I) of the UGC (ODL) Regulations, 2017 are the programmes in engineering, medicine, dental, pharmacy, nursing, architecture, physiotherapy and any other programme not permitted to be offered in distance mode by any Statutory Councils or Regulatory bodies. Further, in accordance with the communication received from various Regulatory bodies, programmes in agriculture, hotel management, culinary studies and valuation of real estate are also not recognized from academic session 2019-20 and onwards.

8. Admission taken during recognised period stands recognised:

Admission taken in the recognized Open and Distance Learning (ODL) programme during the recognition period stands recognized till the completion of programme even if the University does not have recognition for further years provided the programme is offered as per the UGC norms of territorial jurisdiction and in conformity with the extant guidelines and/or UGC (ODL) Regulations, 2017 and regulations of respective regulatory bodies.

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9. **Mandatory mention of dates on Certificates:**

As per the provisions contained in clause (10) of Regulation 13 in Part-IV of UGC (ODL) Regulations, 2017, "It shall be mandatory for the Higher Educational Institution to mention 'Date of Admission' and 'Date of Completion' on each of the certificates (in semester or end of the semester or end of the programme or course) issued by it."

10. **M.Phil and Ph.D. programmes are prohibited in ODL mode:**

Clause 11.1 of UGC (Minimum standard and procedures for awards of M.Phil/Ph.D Degree) Regulation, 2016 notified in Gazette dated 05.05.2016 states that *"notwithstanding anything contained in these regulations or any other rule or regulation, for the time being in force, no university; institutions, deemed to be a university and college shall conduct M.Phil and Ph.D. programmes through distance education mode"*.

11. **Territorial Jurisdiction:**

a) A university established or incorporated by or under a Central Act shall operate only within the territorial jurisdiction as per the provisions of the Act.

b) A university established or incorporated by or under a State Act shall operate only within the territorial jurisdiction allotted to it under its Act and in no case beyond the territory of the state of its location.

c) A Deemed to be University shall operate only within its HQ or from those off campuses or off-shore campuses which are approved by the Govt. of India through notification published in the official gazette.Deemed to be Universities cannot offer any courses on its own in distance education mode unless and until it is permissible to conduct such courses in distance education mode by UGC and specific permissions are granted by the concerned statutory/regulatory authorities in respect of each of those courses and after the off-campus Centres/Study Centres are individually inspected and found adequate by the concerned Statutory Authorities.

d) As per the information provided by the CPP-I (DU), the territorial jurisdiction of Institutions Deemed to be Universities is the city/town/village where the Institution is located and the city where the off-campus is approved by the Ministry of HRD.

12. **Prohibition of franchising arrangement:**

No university, whether central, state, private or deemed, can offer its programmes through franchising arrangement with private coaching institutions for conducting courses through distance mode.

13. **Uploading details on the website by the HEI:**

The HEIs recognized to offer ODL Programmes, including Category-I HEIs shall upload all the details ensuring compliance to the relevant clauses of UGC (ODL) Regulations, 2017 and its amendments, on their website.

UNIVERSITY GRANTS COMMISSION

14. Compliance to the provisions laid down by UGC:

HEIs are required to comply with all the provisions of the UGC (ODL) Regulations, 2017 and its amendments. If any deviation by the HEI is noticed, the same would entail not only withdrawal of permission/recognition for such ODL courses but also for other courses offered by the institutions, on regular and conventional mode; as per the UGC Public Notice dated 20th November, 2018 which is available on UGC website at the following link: https://www.ugc.ac.in/pdfnews/8401955_UGC_Public_Notice_DEB.pdf.

B: Online Courses or Programmes:

UGC has notified Online (Courses or Programmes) Regulations, 2018 on 4th July, 2018 and proposals from the eligible HEIs are being considered for recognition. The students (or Learners) before admission, must ensure the Recognition status of the Higher Educational Institutions (HEIs) for that particular programme in that academic session on UGC website www.ugc.ac.in/deb or http://deb.ugc.ac.in. The students may visit the UGC website on regular basis to get update on UGC recognition status of the HEIs offering online courses or programmes.

Note:

1. ***HEIs are requested to provide a link of this public notice on their homepage for Stakeholders, which enables them to access full information regarding Recognized programmes for that particular academic session.***
2. ***HEIs are requested to email this public notice to all the enrolled students.***

SECRETARY

UNIVERSITY GRANTS COMMISSION

(m) There should be a separate device for Local Area Network (switch) and internet connectivity (router) instead of using an integrated device.

(n) Staffs have to verify the student's original ID proof issued by Govt. of India with the ID proof for authentication.

(o) External devices (i.e. mobile, pen drive, tab, laptop, smart watch etc.) or reading materials should not be permitted in exam centres.

(p) The online exam Platform will be accessible *via* user id and password which is unique for each student for each session and exam.

(q) After examination data shall be transferred in encrypted format through an encrypted virtual private network connection from examination application server to central server.

(iv) Remote Proctoring:

Following security measures to be ensured for conducting online examination through remote proctoring:

(a) Secure browser: there must be custom application pre-installed on the machine for the examination preventing opening of any other windows or application. This application must prevent Screen Capturing, Recording and Remote Login or taking output to a remote screen through Video Graphic Array (VGA), Universal Serial Bus (USB) or High Definition Multimedia Interface (HDMI) ports features.

(b) Remote Proctoring: remote proctoring shall involve image capturing in intervals or video streaming of the candidate through webcam or screen capturing of the current access screen of the candidate.

(c) Data Encryption: Online examination system‘s data needs to be encrypted to prevent any kind of misuse. Question Bank and exam data must be stored in a highly secure and encrypted manner. The entire communication between server and client/student machine during the examination needs to be encrypted with a secure mode of communication.

Annexure III

TERRITORIAL JURISDICTION AND REGULATING PROVISIONS FOR DIFFERENT TYPES OF HIGHER EDUCATIONAL INSTITUTIONS

I. Central Government and State Government University:

1. A University established or incorporated by or under a Central Act shall offer programmes in Open and Distance Learning mode and operate all other related activities as per the territorial jurisdiction allotted to it under its Act.

2. A University established or incorporated by or under a State Act shall offer programmes in Open and Distance Learning mode and operate all other related activities only within the territorial jurisdiction allotted to it under its Act and in no case beyond the territory of the state of its location.

3. A Central Government or State Government University can offer recognised programmes under Open and Distance Learning mode and/or Online mode in accordance with the provisions of its respective Act and after the recognition of the University Grants Commission.

4. A Central Government or State Government University can offer recognised programmes under Open and Distance Learning mode through its own Schools/Departments/Centre and its constituent colleges.

5. No university can offer its programmes or other related activities through franchising arrangement for the purpose of conducting courses through Open and Distance Learning mode and Online mode.

6. Territorial Jurisdiction shall not be applicable to these category of Higher Educational Institutions recognised for offering programmes through Online mode under these regulations.

II. Private Universities:

1. Private Universities established or incorporated by or under a State Act shall offer programmes in Open and Distance Learning mode and operate all other related activities only within the territorial jurisdiction allotted to it under its Act and in no case beyond the territory of the state of its location.
2. Private Universities shall be governed by UGC (Establishment and Maintenance of Standards in Private Universities) Regulations, 2003.
3. Private Universities shall be eligible to offer programmes under Open and Distance Learning mode through its Head Quarters only and duly recognised off-campus centres.
4. Private Universities shall not offer programmes under Open and Distance Learning mode through any Learner Support Centre.
5. A Private University established under the State Act shall be a unitary University.
6. Private Universities cannot affiliate any college or institution for conducting programmes leading to award of its diplomas, degrees or other qualifications.
7. No university can offer its programmes or other related activities through franchising arrangement for the purpose of conducting courses through Open and Distance Learning mode and Online mode.
8. Territorial Jurisdiction shall not be applicable to this category of Higher Educational Institutions recognised for offering programmes through the Online mode under these regulations.

III. Institutions Deemed to be Universities:

1. Institutions Deemed to be University shall be governed by UGC (Institutions Deemed to be Universities) Regulations, 2019.
2. Institutions Deemed to be University shall operate only within its Head Quarters or from those off campuses which are approved by the Government of India through notification published in the Official Gazette.
3. Institutions Deemed to be Universities shall be a unitary in nature and cannot affiliate any college or institution for conducting programmes leading to award of its diplomas, degrees or other qualifications.
4. No university can offer its programmes or other related activities through franchising arrangement for the purpose of conducting courses through Open and Distance Learning mode and Online mode.
5. Territorial Jurisdiction shall not be applicable to this category of Higher Educational Institutions recognised for offering programmes through Online mode under these regulations.

Annexure IV

HUMAN RESOURCE AND INFRASTRUCTURAL REQUIREMENTS

I. Open Universities

A. Staffing Norms at Head Quarters:

1. The following positions are on full time and dedicated basis, excluding the designated positions in the Open Universities as per their respective Act(s):-

   (i) Head for each school at the Professor level.

BHARATI VIDYAPEETH UNIVERSITY

BHARATI VIDYAPEETH BHAVAN,
LBS MARG, PUNE – 30.

Internal Communication Sheet

From
Registrar

To
The Director
Distance Education,
Bharati Vidyapeeth University, Pune – 30.

This is to inform you that the University authorities have approved the following 20 programmes to be offered under the mode of Distance Education from the Academic Year 2007-2008 onwards.

1.	BA	-	Bachelor of Arts
2.	B.Com	-	Bachelor of Commerce
3.	M.Com	-	Master of Commerce
4.	MA (English)	-	Master of Arts (English)
5.	MA (Economics)	-	Master of Arts (Economics)
6.	MA (Sociology)	-	Master of Arts (Sociology)
7.	B.Lib.&I.Sc.	-	Bachelor of Library & Information Science
8.	M.Lib.&I.Sc.	-	Master of Library & Information Science
9.	BBA	-	Bachelor of Business Administration
10.	BCA	-	Bachelor of Computer Application
11.	MBA (Executive)	-	Master of Business Administration (Executive)
12.	PGDBM	-	Post Graduate Diploma in Business Management
13.	PGDFM	-	Post Graduate Diploma in Finance Management
14.	PGDMM	-	Post Graduate Diploma in Marketing Management
15.	PGDIBM	-	Post Graduate Diploma in International Business Management
16.	MMS	-	Master of Management Studies
17.	LLM	-	Master of Law
18.	DTL	-	Diploma in Taxation Law
19.	DLL	-	Diploma in Labour Law
20.	DIPL	-	Diploma in Intellectual Property Law

G. Rajakumar
Registrar

Ref. No. BVU/A1/4876/2006-07
Date : 08/01/2007

To,

1) The Director, School of Distance Education
2) The Heads of all Constituent Units
3) The Controller of Examinations

BHARATI VIDYAPEETH
UNIVERSITY, PUNE
(Established u/s 3 of the UGC Act, 1956 Vide Notification No. F.9-15/95-U.3 of the Govt. of India)

Hon'ble Dr. Patangrao Kadam
M.A., LL.B., Ph.D.
Chancellor

Prof. Dr. Shivajirao Kadam
Vice Chancellor

Accredited by NAAC

Bharati Vidyapeeth Bhavan,
Lal Bahadur Shastri Marg,
Pune - 411 030 (INDIA)

Tel. : PBX +91-20-24335701, 24331317
Fax : +91-20-24339121, 24321910
e-mail : bvuniversity@yahoo.co.in
web : www.bharatividyapeeth.edu

NOTIFICATION NO.388

It is hereby notified for the information of all concerned that the University authorities have approved introduction of the following additional seventeen programmes under the mode of Distance Education from the Academic Year 2007-2008.

Courses already existing in Bharati Vidyapeeth University, Pune, as formal education.

1. MBA - Master of Business Administration
2. MBA - Master of Business Administration (I.T.)
3. MCA- Master of Computer Applications
4. PGDHRM - Post Graduate Diploma in Human Resource Management

Courses to be adopted from Indira Gandhi National Open University, New Delhi.

5. BSW - Bachelor of Social Work
6. PGDDM - Post Graduate Diploma in Disaster Management
7. PGDESD - Post Graduate Diploma in Environmental and Sustainable Development.
8. CDM - Certificate in Disaster Management
9. CES - Certificate in Environmental Studies
10. CFNP - Certificate in Food and Nutrition
11. CNCC - Certificate in Nutrition and Childcare
12. ACE - Appreciation course on Environmental

Courses to be adopted from Yashwantrao Chavan Maharashtra Open University, Nashik

13. Diploma in Computer Hardware Maintenance and Network Technology
14. Diploma for Electrician and Domestic Appliances Maintenance
15. Diploma in Cooperative Management (Banking)
16. Diploma in Cooperative Management (Dugdh)
17. BFPP - Bachelor of Food Processing and Preservation

G. Priyabama
Registrar

Ref. No. BVU/124 /2007-08

Date : 28 / 8 / 2007

To,

1) The Director, School of Distance Education
2) The Heads of all Constituent Units
3) The Controller of Examinations

NotifyTwo

E/OSD/Nileema

Bharati Vidyapeeth
Deemed University, Pune (India)

Accredited with 'A+' Grade (2017) by NAAC
'A' Grade University Status by MHRD, Govt. of India
Accredited (2004) & Reaccredited (2011) with 'A' Grade by NAAC

Honible Dr. Patangrao Kadam
M.A., LL.B., Ph.D.
Chancellor

Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Pro Chancellor

Prof. M. M. Salunkhe
M.Sc., Ph.D., F.A.S.C.
Vice Chancellor

Bharati Vidyapeeth Bhavan,
Lal Bahadur Shastri Marg,
Pune - 411 030 (INDIA)

Tel. : +91-20-24407100, 24325701
Fax : +91-20-24339121, 24321810
E-mail : bvuniversity@yahoo.co.in
Web : www.bvuniversity.edu.in

NOTIFICATION NO. 874

It is hereby notified for the information of all concerned that the Academic Council, at its 54th meeting held on 18/09/2017, has resolved to approve the starting of the following new programmes under CBCS through Distance Education Mode from the Academic year 2018-19.

1 Master of Social Work (MSW)
2 Master of Business Administration (Human Resource) (MBA-HR)
3 Diploma in Corporate Laws (DCL)
4 Diploma in Human Rights (DHR)
5 Diploma in Cyber Laws (DCyL)

A copy of course structure, syllabi and rules of examinations under the Choice Based Credit System (CBCS) of the above proposed new programmes are enclosed.

All the concern may please note.

Registrar

Ref. No. BVDU/2017-18/1793
Date: September 21, 2017

To,

1. The Director, BVDU School of Distance Education, Pune 30.
2. The Principals/Directors of all the constituent units of BVDU
3. The Deans of all Faculties of BVDU
4. The Controller of Examinations, BVDU.
5. The IT Cell for uploading in the Website.

Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Chancellor

Prof. Dr. M. M. Salunkhe
M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

Bharati Vidyapeeth
(Deemed to be University)
Pune, India.

Founder Chancellor : Dr. Patangrao Kadam

★ Accredited with 'A+' Grade (2017) by NAAC ★
★ Category-I University Status by UGC ★
★ NIRF Ranking - 66 ★

"Social Transformation Through Dynamic Education"

Estd. 1964
Celebrating
and Beyond
BHARATI VIDYAPEETH

Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

G. Jayakumar
M.Com., Dip.Pub.Admn.
Registrar

NOTIFICATION NO. 670

It is hereby notified for the information of all concerned that the Academic Council, at its 58th meeting held on 26-3-2019 considered and resolved to start the 'School of Online Education'.

It was further approved to appoint a Director and necessary staff members for this School.

It was also resolved to offer BBA and MBA programmes through online mode under the Faculty of Management Studies.

The Council had approved the course structure, syllabi and other rules applicable for the BBA and MBA programmes to be offered through online mode from the academic year 2019-20 and onwards.

Further, it was resolved to recommend to the Board of Management to institute the degree of BBA (online) and MBA (online).

All concern may please note.

G. Jayakumar
Registrar

Ref. No. BVDU/2018-19/5926
Date : April 11, 2019

To,

1. The Dean, Faculty of Management Studies, IMED, Pune 38
2. The Director, School of Online Education, BVDU
3. The Director, School of Distance Education, BVDU
4. The Principals /Directors of all Constituent Units of BVDU
5. The Controller of Examinations, BVDU, Pune
6. The Eligibility Section, BVDU, Pune
7. The Accounts Section, BVDU, Pune
8. The IT Cell for uploading in the Website.

NotificationAC26-3-2019(58-4.1)

Bharati Vidyapeeth
(Deemed to be University)
School of Distance Education, Pune-30
Inward No. 221
Date 19/4/19 Time 3:05

To, DR
19/04/19

Bharati Vidyapeeth
(Deemed to be University)
Pune, India.
Founder Chancellor : Dr. Patangrao Kadam

★ Accredited with 'A+' Grade (2017) by NAAC ★
★ Category-I University Status by UGC ★
★ NIRF Ranking - 66 ★

"Social Transformation Through Dynamic Education"

Celebrating 50 and Beyond
BHARATI VIDYAPEETH

Prof. Dr. Shivajirao Kadam M.Sc., Ph.D.
Chancellor

Prof. Dr. M. M. Salunkhe M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

Dr. Vishwajeet Kadam B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

G. Jayakumar M.Com., Dip.Pub.Admn.
Registrar

NOTIFICATION NO.1052

It is hereby notified for the information of all concerned that the authorities of the University have approved to offer BCA programme through online mode under the Faculty of Management Studies.

The authorities of the University have also approved the course structure, syllabus and other rules applicable for the BCA programme to be offered through online mode from the academic year 2020-21 and onwards.

All concern may please note.

G. Jayakumar
Registrar

Ref. No. BVDU/2020-21/1474
Date : October 13, 2020

To,

1. The Dean, Faculty of Management Studies, IMED, Pune 38
2. The Director, School of Online Education, BVDU
3. The Director, School of Distance Education, BVDU
4. The Principals /Directors of all Constituent Units of BVDU
5. The Controller of Examinations, BVDU, Pune
6. The Eligibility Section, BVDU, Pune
7. The Accounts Section, BVDU, Pune
8. The IT Cell for uploading in the Website.

Bharati Vidyapeeth Bhavan, Lal Bahadur Shastri Marg, Pune - 411 030 (INDIA)
Tel. : +91-20-24407100, 24325701 | Fax : +91-20-24339121, 24321910 | E-mail : bvuniversity@yahoo.co.in | Web : www.bvuniversity.edu.in

ज्ञान-विज्ञान विमुक्तये

UNIVERSITY GRANTS COMMISISON

Bahadur Shah Zafar Marg

New Delhi-110 002

F.No. 1-22/2018 (DEB-I) November, 2019

PUBLIC NOTICE

Open and Distance Learning and Online Programmes-Important Information to Stakeholders

A: Open and Distance Learning Programmes

1. **Ensuring Recognition Status:**
The students (or Learners) before taking admission, must ensure the Recognition Status of the Higher Educational Institutions (HEIs) for that particular programme in that academic session on UGC website www.ugc.ac.in/deb or http://deb.ugc.ac.in.

2. **Year-wise (academic session wise) Recognition status of HEIs:**
The year-wise (academic session wise) recognition status of HEIs approved to offer Programmes through open and distance mode for academic years 2018-19, 2019-20 and onwards (academic sessions beginning July, 2018, January, 2019, July, 2019 and onwards), is already in public domain and can be accessed at UGC website www.ugc.ac.in/deb or http://deb.ugc.ac.in. Kindly ensure reading the notifications at Notice Board before taking admission anywhere. The notifications can be accessed on UGC website at the following link: http://www.ugc.ac.in/deb/notices.html or http://deb.ugc.ac.in/Notices.

3. **Category-I HEIs intending to offer ODL programs:**
In addition, a list of Higher Educational Institutions (HEIs) under Category – I as per UGC (Categorisation of Universities (Only) for grant of Graded Autonomy) Regulations, 2018 which have expressed their intention to offer ODL programmes and submitted affidavits in the prescribed format, has been uploaded on UGC website. The same can also be accessed through UGC website at the following link: http://www.ugc.ac.in/deb/notices.html or http://deb.ugc.ac.in/Notices. It is for information that category-I HEIs shall also comply to all the provisions of UGC (ODL) Regulations, 2017 and its Amendments.

4. **Admission timeline:**
The Commission in its 544th meeting held on 16.10.2019 has decided that considering the reasons for extension of last date of admission this year and of the facts that in India rainy season generally continues till

UNIVERSITY GRANTS COMMISSION

August/September every year and admissions in conventional programmes ends in August, the schedule for admissions in ODL programmes henceforth shall be as follows:

a) Academic session beginning January - admission last date February end

b) Academic session beginning July - admission last date September end

The Commission also decided that the HEIs shall upload the admission details within fifteen days from the last date of the admissions in the respective academic session i.e. 15th October for July academic session and 15th March for January academic session.

5. Duration of academic session:

Academic session is defined in clause (a) of Regulation 2 in Part-I of UGC (ODL) Regulations, 2017 as "duration of twelve months beginning either in January or in the month of July of every year". Accordingly, HEIs have been accorded recognition and the same is available on UGC website (www.ugc.ac.in/deb; http://deb.ugc.ac.in).

6. Specification of Degrees:

The HEIs should ensure that the minimum duration, nomenclature and qualification for the degree is strictly as per the UGC notification on Specification of Degrees. The same can also be accessed through UGC website at the following link: https://ugc.ac.in/ugc_notices.aspx

7. Programmes prohibited in ODL mode:

The HEIs cannot start or run any professional courses governed by specific Acts of Parliament, except with the prior and specific approval of the authority constituted thereunder. The professional courses prohibited as per Sub Regulation (3) of Regulation 1 in Part (I) of the UGC (ODL) Regulations, 2017 are the programmes in engineering, medicine, dental, pharmacy, nursing, architecture, physiotherapy and any other programme not permitted to be offered in distance mode by any Statutory Councils or Regulatory bodies. Further, in accordance with the communication received from various Regulatory bodies, programmes in agriculture, hotel management, culinary studies and valuation of real estate are also not recognized from academic session 2019-20 and onwards.

8. Admission taken during recognised period stands recognised:

Admission taken in the recognized Open and Distance Learning (ODL) programme during the recognition period stands recognized till the completion of programme even if the University does not have recognition for further years provided the programme is offered as per the UGC norms of territorial jurisdiction and in conformity with the extant guidelines and/or UGC (ODL) Regulations, 2017 and regulations of respective regulatory bodies.

UNIVERSITY GRANTS COMMISSION

9. **Mandatory mention of dates on Certificates:**

As per the provisions contained in clause (10) of Regulation 13 in Part-IV of UGC (ODL) Regulations, 2017, "It shall be mandatory for the Higher Educational Institution to mention 'Date of Admission' and 'Date of Completion' on each of the certificates (in semester or end of the semester or end of the programme or course) issued by it."

10. **M.Phil and Ph.D. programmes are prohibited in ODL mode:**

Clause 11.1 of UGC (Minimum standard and procedures for awards of M.Phil/Ph.D Degree) Regulation, 2016 notified in Gazette dated 05.05.2016 states that *"notwithstanding anything contained in these regulations or any other rule or regulation, for the time being in force, no university; institutions, deemed to be a university and college shall conduct M.Phil and Ph.D. programmes through distance education mode"*.

11. **Territorial Jurisdiction:**

a) A university established or incorporated by or under a Central Act shall operate only within the territorial jurisdiction as per the provisions of the Act.

b) A university established or incorporated by or under a State Act shall operate only within the territorial jurisdiction allotted to it under its Act and in no case beyond the territory of the state of its location.

c) A Deemed to be University shall operate only within its HQ or from those off campuses or off-shore campuses which are approved by the Govt. of India through notification published in the official gazette.Deemed to be Universities cannot offer any courses on its own in distance education mode unless and until it is permissible to conduct such courses in distance education mode by UGC and specific permissions are granted by the concerned statutory/regulatory authorities in respect of each of those courses and after the off-campus Centres/Study Centres are individually inspected and found adequate by the concerned Statutory Authorities.

d) As per the information provided by the CPP-I (DU), the territorial jurisdiction of Institutions Deemed to be Universities is the city/town/village where the Institution is located and the city where the off-campus is approved by the Ministry of HRD.

12. **Prohibition of franchising arrangement:**

No university, whether central, state, private or deemed, can offer its programmes through franchising arrangement with private coaching institutions for conducting courses through distance mode.

13. **Uploading details on the website by the HEI:**

The HEIs recognized to offer ODL Programmes, including Category-I HEIs shall upload all the details ensuring compliance to the relevant clauses of UGC (ODL) Regulations, 2017 and its amendments, on their website.

UNIVERSITY GRANTS COMMISSION

14. Compliance to the provisions laid down by UGC:

HEIs are required to comply with all the provisions of the UGC (ODL) Regulations, 2017 and its amendments. If any deviation by the HEI is noticed, the same would entail not only withdrawal of permission/recognition for such ODL courses but also for other courses offered by the institutions, on regular and conventional mode; as per the UGC Public Notice dated 20th November, 2018 which is available on UGC website at the following link: https://www.ugc.ac.in/pdfnews/8401955_UGC_Public_Notice_DEB.pdf.

B: Online Courses or Programmes:

UGC has notified Online (Courses or Programmes) Regulations, 2018 on 4th July, 2018 and proposals from the eligible HEIs are being considered for recognition. The students (or Learners) before admission, must ensure the Recognition status of the Higher Educational Institutions (HEIs) for that particular programme in that academic session on UGC website www.ugc.ac.in/deb or http://deb.ugc.ac.in. The students may visit the UGC website on regular basis to get update on UGC recognition status of the HEIs offering online courses or programmes.

Note:

1. ***HEIs are requested to provide a link of this public notice on their homepage for Stakeholders, which enables them to access full information regarding Recognized programmes for that particular academic session.***
2. ***HEIs are requested to email this public notice to all the enrolled students.***

SECRETARY

UNIVERSITY GRANTS COMMISSION

Bharati Vidyapeeth
Deemed University, Pune (India)

Accredited with 'A+' Grade (2017) by NAAC
'A' Grade University Status by MHRD, Govt. of India
Accredited (2004) & Reaccredited (2011) with 'A' Grade by NAAC

and Beyond
BHARATI VIDYAPEETH
Founder Hon'ble Dr. Patangrao Kadam

Hon'ble Dr. Patangrao Kadam
M.A., LL.B., Ph.D.
Chancellor

Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Pro Chancellor

Prof. M. M. Salunkhe
M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

Bharati Vidyapeeth Bhavan,
Lal Bahadur Shastri Marg,
Pune - 411 030 (INDIA)

Tel. : +91-20-24407100, 24325701
Fax : +91-20-24339121, 24321910
E-mail : bvuniversity@yahoo.co.in
Web : www.bvuniversity.edu.in

NOTIFICATION NO. 873

It is hereby notified for the information of all concerned that the Academic Council, at its 54th meeting held on 18/09/2017, has resolved to approve the Programme Project Report (PPR) for all proposed programmes to be offered through School of Distance Education to be implemented from the academic year 2018-19 (List Enclosed).

All the concern may please note.

G. Rajakumar
Registrar

Ref. No. BVDU/2017-18/1792
Date: September 21, 2017

To,

1. The Director, BVDU School of Distance Education, Pune 30.
2. The Controller of Examinations, BVDU.
3. The IT Cell for uploading in the Website.

NotificationAC18-9-2017(54-4.7)

BHARATI VIDYAPEETH DEEMED UNIVERSITY
SCHOOL OF DISTANCE EDUCATION, PUNE

Proposed Courses for Academic Year (2018-19)	
Sr. No.	Course Name
Arts, Commerce and Social Science	
1	Bachelor of Arts
2	Bachelor of Arts (Tourism Studies)
3	Bachelor of Commerce
4	Bachelor of Library & Information Science
5	Master of Library & Information Science
6	Master of Arts (English)
7	Master of Arts (Economics)
8	Master of Arts (Sociology)
9	Master of Commerce
10	Master of Social Work
Management Studies	
11	Bachelor of Business Administration
12	Bachelor of Computer Applications
13	Master of Business Administration
14	Master of Business Administration (Information Technology)
15	Master of Business Administration (Executive)
16	Master of Computer Applications
17	MBA (HR)
Law	
18	Diploma in Taxation Laws
19	Diploma in Labour Laws & Labour Welfare
20	Diploma in Intellectual Property Laws
21	Diploma in Corporate Laws
22	Diploma in Cyber Laws
23	Diploma in Human Rights.

G. [illegible]

on line

Bharati Vidyapeeth
(Deemed to be University)
Pune, India.
Founder Chancellor : Dr. Patangrao Kadam

★ Accredited with 'A+' Grade (2017) by NAAC ★
★ Category-I University Status by UGC ★
★ NIRF Ranking - 66 ★

"Social Transformation Through Dynamic Education"

Prof. Dr. Shivajirao Kadam M.Sc., Ph.D.
Chancellor

Prof. Dr. M. M. Salunkhe
M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

G. Jayakumar
M.Com., Dip.Pub.Admn.
Registrar

Celebrating 50 and Beyond
BHARATI VIDYAPEETH

NOTIFICATION NO. 670

It is hereby notified for the information of all concerned that the Academic Council, at its 58th meeting held on 26-3-2019 considered and resolved to start the 'School of Online Education'.

It was further approved to appoint a Director and necessary staff members for this School.

It was also resolved to offer BBA and MBA programmes through online mode under the Faculty of Management Studies.

The Council had approved the course structure, syllabi and other rules applicable for the BBA and MBA programmes to be offered through online mode from the academic year 2019-20 and onwards.

Further, it was resolved to recommend to the Board of Management to institute the degree of BBA (online) and MBA (online).

All concern may please note.

G. Jayakumar
Registrar

Ref. No. BVDU/2018-19/5926
Date : April 11, 2019

To,

1. The Dean, Faculty of Management Studies, IMED, Pune 38
2. The Director, School of Online Education, BVDU
3. The Director, School of Distance Education, BVDU
4. The Principals /Directors of all Constituent Units of BVDU
5. The Controller of Examinations, BVDU, Pune
6. The Eligibility Section, BVDU, Pune
7. The Accounts Section, BVDU, Pune
8. The IT Cell for uploading in the Website.

Bharati Vidyapeeth
(Deemed to be University)
Pune, India.
Founder Chancellor : Dr. Patangrao Kadam

★ Accredited with 'A+' Grade (2017) by NAAC ★
★ Category-I University Status by UGC ★
★ NIRF Ranking - 66 ★

"Social Transformation Through Dynamic Education"

Celebrating 50 and Beyond
BHARATI VIDYAPEETH

Prof. Dr. Shivajirao Kadam M.Sc., Ph.D.
Chancellor

Prof. Dr. M. M. Salunkhe M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

Dr. Vishwajeet Kadam B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

G. Jayakumar M.Com., Dip.Pub.Admn.
Registrar

NOTIFICATION NO.1052

It is hereby notified for the information of all concerned that the authorities of the University have approved to offer BCA programme through online mode under the Faculty of Management Studies.

The authorities of the University have also approved the course structure, syllabus and other rules applicable for the BCA programme to be offered through online mode from the academic year 2020-21 and onwards.

All concern may please note.

G. Jayakumar
Registrar

Ref. No. BVDU/2020-21/1474
Date : October 13, 2020

To,

1. The Dean, Faculty of Management Studies, IMED, Pune 38
2. The Director, School of Online Education, BVDU
3. The Director, School of Distance Education, BVDU
4. The Principals /Directors of all Constituent Units of BVDU
5. The Controller of Examinations, BVDU, Pune
6. The Eligibility Section, BVDU, Pune
7. The Accounts Section, BVDU, Pune
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Tel. : +91-20-24407100, 24325701 | Fax : +91-20-24339121, 24321910 | E-mail : bvuniversity@yahoo.co.in | Web : www.bvuniversity.edu.in

Bharati Vidyapeeth
(Deemed to be University)
Pune, India.
Founder Chancellor : Dr. Patangrao Kadam
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"Social Transformation Through Dynamic Education"

Prof. Dr. Shivajirao Kadam
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M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

and Beyond
BHARATI VIDYAPEETH

Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

G. Jayakumar
M.Com., Dip.Pub.Admn.
Registrar

NOTIFICATION NO. 881-A

The University authorities have approved the subject experts (Internal/External) and Self Learning Material (SLM) prepared by them for School of Distance Education.

The list indicating the programme, subject and the name of the writer/author is enclosed.

All the concern may please note.

Ref. : BVDU/2017-18/2334
Date : 25/04/2018

G. Jayakumar
(G. Jayakumar)
Registrar

To,

The Director, BVDU School of Distance Education, Pune

Copy for information :

Office of the Hon'ble Vice Chancellor, BVDU

Notification 2017-18

Bharati Vidyapeeth Bhavan, Lal Bahadur Shastri Marg, Pune - 411 030 (INDIA)
Tel. : +91-20-24407100, 24325701 | Fax : +91-20-24339121, 24321910 | E-mail : bvuniversity@yahoo.co.in | Web : www.bvuniversity.edu.in

Bharati Vidyapeeth
(Deemed to be University)
Pune, India.
Founder Chancellor : Dr. Patangrao Kadam

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Chancellor

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M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

★ Accredited with 'A+' Grade (2017) by NAAC ★
★ Category - I University Status by UGC ★
★ NIRF Ranking - 62 ★

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Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

Dr. S. B. Sawant
B.Sc., M.B.A., M.A., M.Phil., Ph.D., GDC&A, PGDRD
Director

Ref: BVDU/SDE/2018-19/1612 **Date:** 03/12/2018

To,
Dr. Gujar Manoj Dasharath
Assistant Professor and Head, English
Prof. Sambhajirao Kadam College, Deur
Tal – Koregaon, Dist – Satara – 415524
Mob: 9881752008; E-mail: manojgujar53@gmail.com

Sub.:- Appointment as a 'SLM Writer'.

Respected Sir,

I am very glad to inform you that Bharati Vidyapeeth Deemed to be University School of Distance Education is appointing you as a 'Self Learning Material (SLM) Writer' of **A412 English (S1) (Indian English Literature)** subject of **S.Y. B.A. SEM IV.**

SLM should be prepared as per the guidelines of UGC-DEB/IGNOU.

In this respect writers should take care of important principles of SLM writing, the same are described below:

1. SLM should cover all syllabi of concerned programme.
2. **Strictly avoid plagiarism writing**. Concerned SLM writer will be solely responsible if any issue arises in this regard in future. You will bear all such cost to consequences if any plagiarism is found including the costs/ damages incurred by BVDU-SDE in the courts of Law.
3. **Copyright of all developed material shall be of BVDU Registrar, Pune.**
4. All expenditures will incurred by the Writer till the final preparation of SLM such as writing, typing, editing, formatting, Conveyance and any other will not be paid extra over and above of Rs. 20000/- (per subject) by BVDU-SDE, Pune.

Kindly submit complete 'SLM' to the undersigned office before **04/02/2019** through email **(distance@bharatividyapeeth.edu)** on priority basis and cooperate. Your honest efforts in this regard will be highly appreciated.

Thanking you.

Yours faithfully,

Director,
School of Distance Education,
BVDU, Pune.

Encl.: - 1. Syllabus
2. UGC-DEB/IGNOU Guidelines.
3. Format of SLM.
4. Plagiarism & Copyright form.

Bharati Vidyapeeth Bhavan, Lal Bahadur Shastri Marg, Pune - 411 030 (INDIA)
Tel. : +91-20-24407100, 24325701, 24407264, 24325520 | Fax : +91-20-24339121, | E-mail : distance@bharatividyapeeth.edu | Web : distance.bharatividyapeeth.edu

Plagiarism & Copyright Form

Dr. Gujar Manoj Dasharath
Assistant Professor and Head, English
Prof. Sambhajirao Kadam College, Deur
Tal. Koregaon, Dist. Satara – 415524
Cell No. 988-175-2008
Email ID: manojgujar53@gmail.com

To,
The Director,
Bharati Vidyapeeth (Deemed to be University),
School of Distance Education,
Pune – 411030

Sub: Plagiarism and Copyright regarding Self Instructional Material (SLM)...

Programme	A412 English (S1)
Semester	Semester IV
Subject	Indian English Literature
Unit	Brief History of Indian English Poetry, Nissim Ezekiel, A.K.Ramanujan, Kamala Das, Dilip Chitre, Histyory of Indian English Dranma, Silence! The Court is in Session

Sir,

I was appointed as SLM Writer for Bharati Vidyapeeth (Deemed to be University) School of Distance Education, Pune and hereby certify that I have acknowledged all sources used in preparation of the unit(s) of SLM.

In this regard I hereby further certify and undertake that:

1. **Plagiarism:** I am solely responsible if any issue arises in this regard in future. I will bear all such costs as to consequences if any plagiarism is found including the costs/ damages incurred by BVDU-SDE in the courts of Law.
2. **Copyright:** Copyright of all developed material shall be of BVDU Registrar, Pune only. To the best of my knowledge, no part of the material infringes the existing copyright laws.

Yours faithfully,

(Dr Manoj D Gujar)

Bharati Vidyapeeth
(Deemed to be University)
Pune, India.
Founder Chancellor : Dr. Patangrao Kadam

Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Chancellor

Prof. Dr. M. M. Salunkhe
M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

★ Accredited with 'A+' Grade (2017) by NAAC ★
★ Category - I University Status by UGC ★
★ NIRF Ranking - 62 ★

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BHARATI VIDYAPEETH

Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

Dr. S. B. Sawant
B.Sc., M.B.A., M.A., M.Phil., Ph.D., GDCBA, PGDRD
Director

Ref: BVDU/SDE/2018-19/1643 **Date:** 07/12/2018

To,
Dr. Dinkar Pandit Bhadane
Arts & Commerce College, Umbarthan.
Mob: 9860296945;
E-mail: dinomics15@yahoo.com

Sub.:- Appointment as a 'SLM Writer'.

Respected Sir,

I am very glad to inform you that Bharati Vidyapeeth Deemed to be University School of Distance Education is appointing you as a 'Self Learning Material (SLM) Writer' of **(C621) Banking and Insurance IV** subject of S.Y. **B.Com. SEM IV**.

SLM should be prepared as per the guidelines of UGC-DEB/IGNOU.

In this respect writers should take care of important principles of SLM writing, the same are described below:

1. SLM should cover all syllabi of concerned programme.
2. **Strictly avoid plagiarism writing**. Concerned SLM writer will be solely responsible if any issue arises in this regard in future. You will bear all such cost to consequences if any plagiarism is found including the costs/ damages incurred by BVDU-SDE in the courts of Law.
3. **Copyright of all developed material shall be of BVDU Registrar, Pune.**
4. All expenditures will incurred by the Writer till the final preparation of SLM such as writing, typing, editing, formatting, Conveyance and any other will not be paid extra over and above of Rs. 20000/- (per subject) by BVDU-SDE, Pune.

Kindly submit complete 'SLM' to the undersigned office before **09/02/2019** through email **(distance@bharatividyapeeth.edu)** on priority basis and cooperate. Your honest efforts in this regard will be highly appreciated.

Thanking you.

Yours faithfully,

Director,
School of Distance Education,
BVDU, Pune.

Encl.: - 1. Syllabus
2. UGC-DEB/IGNOU Guidelines.
3. Format of SLM.
4. Plagiarism & Copyright form.

Plagiarism & Copyright Form
(To be submitted by author)

Name of the SLM Writer

Dr. Dinkar Pandit Bhadane
Arts & Comm. College, Umbarthan,
9860296945
dinamics15@yahoo.com

(Address, Contact No. & email of the SLM Writer)

To,
The Director,
Bharati Vidyapeeth
(Deemed to be University),
School of Distance Education,
Pune – 411030

Sub:- Regarding Plagiarism and Copyright in SLM.

Programme B. Com.
Semester IV
Subject Banking & Insurance IV
Unit I, II, III & IV

I was appointed as SLM Writer for **Bharati Vidyapeeth** (Deemed to be University) School of Distance Education, Pune and hereby certify that I have acknowledged all sources used in preparation of the unit(s) of SLM.
In this regard I hereby further certify and undertake that.

1. **Plagiarism: -** I am solely responsible if any issue arises in this regard in future. I will bear all such costs as to consequences if any plagiarism is found including the costs/ damages incurred by BVDU-SDE in the courts of Law.
2. **Copyright: -** Copyright of all developed material shall be of BVDU Registrar, Pune only. To the best of my knowledge, no part of the material infringes the existing copyright laws.

Yours faithfully,

(Signature of SLM Writer)

Bharati Vidyapeeth
(Deemed to be University)
Pune, India.
Founder Chancellor : Dr. Patangrao Kadam

Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Chancellor

Prof. Dr. M. M. Salunkhe
M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

★ Accredited with 'A+' Grade (2017) by NAAC ★
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★ NIRF Ranking - 62 ★

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Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

Dr. S. B. Sawant
B.Sc., M.B.A., M.A., M.Phil., Ph.D., GDC&A, PGDRD
Director

Ref: BVDU/SDE/2018-19/1662 **Date:** 12/12/2018

To,
Dr. Karande Shahaji Rajaram,
Mahatma Phule Mahavidyalay,
Pimpari, Pune.
Mob: 9422981553; E-mail: shahaji_karande@rediffmail.com

Sub.:- Appointment as a 'SLM Writer'.

Respected Sir,

I am very glad to inform you that Bharati Vidyapeeth Deemed to be University School of Distance Education is appointing you as a 'Self Learning Material (SLM) Writer' of **PGAEC 31: Developing Soft Skills** subject of **M.A. (English) Semester –III.**

Kindly prepare the SLM for following Units only:

Unit 1. Soft Skills: Meaning and definition; Employability skills, Life skills, Corporate skills.
Unit 2. Developing positive attitude: Ethics, Values, Manners & Etiquettes
Unit 5. Interview Techniques: Types of interviews, Personal appearance, basic research, Confidence, knowledge preparation, interview style
Unit 6. Time Management: Competency-building skills; identifying use of time, management of on-time task, identifying reasons for poor time management, and taking corrective action; overall time-planning; and learning where to go for information or guidance

SLM should be prepared as per the guidelines of UGC-DEB/IGNOU.

In this respect writers should take care of important principles of SLM writing, the same are described below:

1. SLM should cover all syllabi of concerned programme.
2. **Strictly avoid plagiarism writing**. Concerned SLM writer will be solely responsible if any issue arises in this regard in future. You will bear all such cost to consequences if any plagiarism is found including the costs/ damages incurred by BVDU-SDE in the courts of Law.
3. **Copyright of all developed material shall be of BVDU Registrar, Pune.**
4. All expenditures will incurred by the Writer till the final preparation of SLM such as writing, typing, editing, formatting, Conveyance and any other will not be paid extra over and above of Rs. 20000/- (per subject) by BVDU-SDE, Pune.

Kindly submit complete 'SLM' to the undersigned office before **11/02/2019** through email **(distance@bharatividyapeeth.edu)** on priority basis and cooperate. Your honest efforts in this regard will be highly appreciated.

Thanking you.

Yours faithfully,

Director
School of Distance Education,
BVDU, Pune.

Encl.: - 1. Syllabus
2. UGC-DEB/IGNOU Guidelines.
3. Format of SLM.
4. Plagiarism & Copyright form.

(To be submitted by author)

Name of the SLM Writer

Dr. Karounde Shahaji Rajaram
Mahatma Phule Mahavidyalaya
Pimpri, Pune - 9422981553
shahaji_karounde@rediffmail.com

(Address, Contact No. & email of the SLM Writer)

To,
The Director,
Bharati Vidyapeeth
(Deemed to be University),
School of Distance Education,
Pune – 411030

Sub:- Regarding Plagiarism and Copyright in SLM.

Programme	B.A.	M.A
Semester	III	
Subject	Soft Skills	Research Methodology
Unit	One, Three	Four

I was appointed as SLM Writer for **Bharati Vidyapeeth** (Deemed to be University) School of Distance Education, Pune and hereby certify that I have acknowledged all sources used in preparation of the unit(s) of SLM.

In this regard I hereby further certify and undertake that.

1. **Plagiarism: -** I am solely responsible if any issue arises in this regard in future. I will bear all such costs as to consequences if any plagiarism is found including the costs/ damages incurred by BVDU-SDE in the courts of Law.
2. **Copyright: -** Copyright of all developed material shall be of BVDU Registrar, Pune only. To the best of my knowledge, no part of the material infringes the existing copyright laws.

Yours faithfully,

Karounde

(Signature of SLM Writer)

Bharati Vidyapeeth
(Deemed to be University)
Pune, India.
Founder Chancellor : Dr. Patangrao Kadam

Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Chancellor

Prof. Dr. M. M. Salunkhe
M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

★ Accredited with 'A+' Grade (2017) by NAAC ★
★ Category - I University Status by UGC ★
★ NIRF Ranking - 62 ★

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Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

Dr. S. B. Sawant
B.Sc., M.B.A., M.A., M.Phil., Ph.D., GDC&A, PGDRD
Director

Ref: BVDU/SDE/2018-19/1684 **Date:** 15/12/2018

To,
Dr. Boraste Vasant Balu
MPV Samaj's
KRT Arts and commerce College, Vani
Tal: Dindori, Dist - Nashik
Mob: 9960790140; E-mail: vasantboraste9676@gmail.com

Sub.:- Appointment as a 'SLM Writer'.

Respected Sir,

I am very glad to inform you that Bharati Vidyapeeth Deemed to be University School of Distance Education is appointing you as a 'Self Learning Material (SLM) Writer of **PGCOM 408- Business Administration VIII (Advance Concepts in Business Administration)** subject of **M.Com. SEM IV**.

SLM should be prepared as per the guidelines of UGC-DEB/IGNOU.

In this respect writers should take care of important principles of SLM writing, the same are described below:

1. SLM should cover all syllabi of concerned programme.
2. **Strictly avoid plagiarism writing**. Concerned SLM writer will be solely responsible if any issue arises in this regard in future. You will bear all such cost to consequences if any plagiarism is found including the costs/ damages incurred by BVDU-SDE in the courts of Law.
3. **Copyright of all developed material shall be of BVDU Registrar, Pune**.
4. All expenditures will incurred by the Writer till the final preparation of SLM such as writing, typing, editing, formatting, Conveyance and any other will not be paid extra over and above of Rs. 20000/- (per subject) by BVDU-SDE, Pune.

Kindly submit complete 'SLM' to the undersigned office before **16/02/2019** through email **(distance@bharatividyapeeth.edu)** on priority basis and cooperate. Your honest efforts in this regard will be highly appreciated.

Thanking you.

Yours faithfully,

Director,
School of Distance Education,
BVDU, Pune.

Encl.: - 1. Syllabus
2. UGC-DEB/IGNOU Guidelines.
3. Format of SLM.
4. Plagiarism & Copyright form.

Plagiarism & Copyright Form
(To be submitted by author)

Name of the SLM Writer

DR. VASANT BALU BORASTE
MVP Samaj's
K. R. T. Arts, B. H. Commerce and
A. M. Science (KTHM) College,
Nashik
Mo. No. 9960790140
Vasantboraste9676@gmail.com

To,
The Director,
Bharati Vidyapeeth
(Deemed to be University),
School of Distance Education,
Pune – 411030

Sub: - Regarding Plagiarism and Copyright in SLM.

Programme : M. Com.
Semester : IVth
Subject : Business Administration-VIII (Advance Concepts in Business Administration)
Unit : All

I was appointed as SLM Writer for Bharati Vidyapeeth (Deemed to be University) School of Distance Education, Pune and hereby certify that I have acknowledged all sources used in preparation of the unit(s) of SLM.

In this regard, I hereby further certify and undertake that.

1. **Plagiarism:** - I am solely responsible if any issue arises in this regard in future. I will bear all such costs as to consequences if any plagiarism is found including the costs/ damages incurred by BVDU-SDE in the courts of Law.
2. **Copyright:** - Copyright of all developed material shall be of BVDU Registrar, Pune only. To the best of my knowledge, no part of the material infringe the existing copyright laws.

Yours faithfully,

(Signature of SLM Writer)

Bharati Vidyapeeth
(Deemed to be University)
Pune, India.
Founder Chancellor : Dr. Patangrao Kadam

Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Chancellor

Prof. Dr. M. M. Salunkhe
M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

★ Accredited with 'A+' Grade (2017) by NAAC ★
★ Category - I University Status by UGC ★
★ NIRF Ranking - 62 ★

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Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

Dr. S. B. Sawant
B.Sc., M.B.A., M.A., M.Phil., Ph.D., GDC&A, PGDRD
Director

Ref: BVDU/SDE/2017-18/1694 **Date:** 03/11/2017

To,
Dr. Pawar Subhash Devlu
Shri Siddhivinayak Mahila Mahavidyalay,
Karvenagar, Pune.
Mob: 9421318165; E-mail: drpawar.subhash@gmail.com

Sub.:- Appointment as a 'SLM Writer'.

Respected Sir,

I am very glad to inform you that Bharati Vidyapeeth Deemed to be University School of Distance Education is appointing you as a 'Self Learning Material (SLM) Writer' of **EC-9 Human Resource Management** subject of **MSW SEM III.**

SLM should be prepared as per the guidelines of UGC-DEB/IGNOU.

In this respect writers should take care of important principles of SLM writing, the same are described below:

1. SLM should cover all syllabi of concerned programme.
2. **Strictly avoid plagiarism writing**. Concerned SLM writer will be solely responsible if any issue arises in this regard in future. You will bear all such cost to consequences if any plagiarism is found including the costs/ damages incurred by BVDU-SDE in the courts of Law.
3. **Copyright of all developed material shall be of BVDU Registrar, Pune.**
4. All expenditures will incurred by the Writer till the final preparation of SLM such as writing, typing, editing, formatting, Conveyance and any other will not be paid extra over and above of Rs. 20000/- (per subject) by BVDU-SDE, Pune.

Kindly submit complete 'SLM' to the undersigned office before **04/01/2018** through email **(distance@bharatividyapeeth.edu)** on priority basis and cooperate. Your honest efforts in this regard will be highly appreciated.

Thanking you.

Yours faithfully,

Director,
School of Distance Education,
BVDU, Pune.

Encl.: - 1. Syllabus
2. UGC-DEB/IGNOU Guidelines.
3. Format of SLM.
4. Plagiarism & Copyright form.

Plagiarism & Copyright Form
(To be submitted by author)

Name of the SLM Writer

Mr Subhash Devlu Pawar
Shri Siddhivinayak Mahila Mah.
Kamenagar Pune.
(m) 9421319165 drpawar.subhash@gmail.com
(Address, Contact No. & email of the SLM Writer)

To,
The Director,
Bharati Vidyapeeth
(Deemed to be University),
School of Distance Education,
Pune – 411030

Sub:- Regarding Plagiarism and Copyright in SLM.

Programme M.C.W. - II
Semester III
Subject F.C.-9, HRM
Unit III & IV

I was appointed as SLM Writer for **Bharati Vidyapeeth** (Deemed to be University) School of Distance Education, Pune and hereby certify that I have acknowledged all sources used in preparation of the unit(s) of SLM.

In this regard I hereby further certify and undertake that.

1. **Plagiarism:** - I am solely responsible if any issue arises in this regard in future. I will bear all such costs as to consequences if any plagiarism is found including the costs/ damages incurred by BVDU-SDE in the courts of Law.
2. **Copyright:** - Copyright of all developed material shall be of BVDU Registrar, Pune only. To the best of my knowledge, no part of the material infringes the existing copyright laws.

Yours faithfully,

(Signature of SLM Writer)

Bharati Vidyapeeth
(Deemed to be University)
Pune, India.
Founder Chancellor : Dr. Patangrao Kadam

Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Chancellor

Prof. Dr. M. M. Salunkhe
M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

★ Accredited with 'A+' Grade (2017) by NAAC ★
★ Category - I University Status by UGC ★
★ NIRF Ranking - 62 ★

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Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

Dr. S. B. Sawant
B.Sc., M.B.A., M.A., M.Phil., Ph.D., GDC&A, PGDRD
Director

Ref: BVDU/SDE/2018-19/1705 **Date:** 20/12/2018

To,
Dr. Lokinder K Tyagi
Dy Diretor,
Amity Business Global School, Delhi
Mob: 9811558451; E-mail: lktyagi@amity.edu

Sub.:- Appointment as a 'SLM Writer'.

Respected Sir,

I am very glad to inform you that Bharati Vidyapeeth Deemed to be University School of Distance Education is appointing you as a 'Self Learning Material (SLM) Writer' of for **Sectoral Analysis** Subject of **BBA/BCA IInd Semester**.

SLM should be prepared as per the guidelines of UGC-DEB/IGNOU.

In this respect writers should take care of important principles of SLM writing, the same are described below:

1. SLM should cover all syllabi of concerned programme.
2. **Strictly avoid plagiarism writing**. Concerned SLM writer will be solely responsible if any issue arises in this regard in future. You will bear all such cost to consequences if any plagiarism is found including the costs/ damages incurred by BVDU-SDE in the courts of Law.
3. **Copyright of all developed material shall be of BVDU Registrar, Pune.**
4. All expenditures will incurred by the Writer till the final preparation of SLM such as writing, typing, editing, formatting, Conveyance and any other will not be paid extra over and above of Rs. 20000/- (per subject) by BVDU-SDE, Pune.

Kindly submit complete 'SLM' to the undersigned office before **22/02/2019** through email **(distance@bharatividyapeeth.edu)** on priority basis and cooperate. Your honest efforts in this regard will be highly appreciated.

Thanking you.

Yours faithfully,

Director
School of Distance Education,
BVDU, Pune.

Encl.: - 1. Syllabus
2. UGC-DEB/IGNOU Guidelines.
3. Format of SLM.
4. Plagiarism & Copyright form.

Plagiarism & Copyright Form
(To be submitted by author)

Name of the SLM Writer

Dr. Lokinder Kumar Tyagi
WZ-54 A, Bodhela, Vikas Puri, NEW DELHI-18.
9811558451
lokinder.tyagi@gmail.com

(Address, Contact No. & email of the SLM Writer)

To,
The Director,
Bharati Vidyapeeth
(Deemed to be University),
School of Distance Education,
Pune – 411030

Sub:- Regarding Plagiarism and Copyright in SLM.

Programme BBA-BCA-I
Semester Sem-II (CBCS-2018)
Subject Sectoral Analysis
Unit II

I was appointed as SLM Writer for **Bharati Vidyapeeth** (Deemed to be University) School of Distance Education, Pune and hereby certify that I have acknowledged all sources used in preparation of the unit(s) of SLM.

In this regard I hereby further certify and undertake that.

1. **Plagiarism :-** I am solely responsible if any issue arises in this regard in future. I will bear all such costs as to consequences if any plagiarism is found including the costs/ damages incurred by BVDU-SDE in the courts of Law.
2. **Copyright :-** Copyright of all developed material shall be of BVDU Registrar, Pune only. To the best of my knowledge, no part of the material infringe the existing copyright laws.
3. Necessary References have been made for the Table | statement | Necessary Material ~~have~~ taken ~~been referred~~ in the SLM.

Yours faithfully,

(Signature of SLM Writer)

Bharati Vidyapeeth
(Deemed to be University)
Pune, India.
Founder Chancellor : Dr. Patangrao Kadam

Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Chancellor

Prof. Dr. M. M. Salunkhe
M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

★ Accredited with 'A+' Grade (2017) by NAAC ★
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Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

Dr. S. B. Sawant
B.Sc., M.B.A., M.A., M.Phil., Ph.D., GDC&A, PGDRD
Director

Ref: BVDU/SDE/2018-19/1573 **Date:** 20/12/2019

To,
Dr. Amardeep D. Jadhav
CIBER,
School of Business Management, Kolhapur - 416004
Mob: 9623532959; E-mail: dradjadhav@gmail.com

Sub.:- Appointment as a 'SLM Writer'.

Respected Sir,

I am very glad to inform you that Bharati Vidyapeeth Deemed to be University School of Distance Education is appointing you as a 'Self Learning Material (SLM) Writer' of **(MBA / MBA HR/ MBA E - 202) Financial Management / Basics of Financial Management** Subject of **M.B.A. SEM II.**

SLM should be prepared as per the guidelines of UGC-DEB/IGNOU.

In this respect writers should take care of important principles of SLM writing, the same are described below:

1. SLM should cover all syllabi of concerned programme.
2. **Strictly avoid plagiarism writing**. Concerned SLM writer will be solely responsible if any issue arises in this regard in future. You will bear all such cost to consequences if any plagiarism is found including the costs/ damages incurred by BVDU-SDE in the courts of Law.
3. **Copyright of all developed material shall be of BVDU Registrar, Pune**.
4. All expenditures will incurred by the Writer till the final preparation of SLM such as writing, typing, editing, formatting, Conveyance and any other will not be paid extra over and above of Rs. 20000/- (per subject) by BVDU-SDE, Pune.

Kindly submit complete 'SLM' to the undersigned office before **21/02/2020** through email **(distance@bharatividyapeeth.edu)** on priority basis and cooperate. Your honest efforts in this regard will be highly appreciated.

Thanking you.

Yours faithfully,

Director
School of Distance Education,
BVDU, Pune.

Encl.: - 1. Syllabus
2. UGC-DEB/IGNOU Guidelines.
3. Format of SLM.
4. Plagiarism & Copyright form.

Plagiarism & Copyright Form
(To be submitted by author)

Name of the SLM Writer

Dr. Amardeep D. Jadhav

Chh. Shahu Institute of Business Education and Research

(An Autonomous Institute),

University Road, Kolhapur- 416004

Contact No. 9623532959

Email:- dradjadhav@gmail.com

(Address, Contact No. & email of the SLM Writer)

To,
The Director,
Bharati Vidyapeeth
(Deemed to be University),
School of Distance Education,
Pune – 411030

Sub:- Regarding Plagiarism and Copyright in SLM.
Programme:- MBA(G) / MBA (HR) / MBA (E)- II (202)

Semester :- II
Subject :- FINANCIAL MANAGEMENT/BASICS OF FINANCIAL MANAGEMENT
Unit :- 1 to 6

I was appointed as SLM Writer for **Bharati Vidyapeeth** (Deemed to be University) School of Distance Education, Pune and hereby certify that I have acknowledged all sources used in preparation of the unit(s) of SLM.
In this regard I hereby further certify and undertake that.

1. **Plagiarism :-** I am solely responsible if any issue arises in this regard in future. I will bear all such costs as to consequences if any plagiarism is found including the costs/ damages incurred by BVDU-SDE in the courts of Law.
2. **Copyright :-** Copyright of all developed material shall be of BVDU Registrar, Pune only. To the best of my knowledge, no part of the material infringe the existing copyright laws.

Yours faithfully,

(Signature of SLM Writer)

Bharati Vidyapeeth
(Deemed to be University)
Pune, India.
Founder Chancellor : Dr. Patangrao Kadam
★ Accredited with 'A+' Grade (2017) by NAAC ★
★ Category-I University Status by UGC ★
★ NIRF Ranking - 66 ★
"Social Transformation Through Dynamic Education"

Prof. Dr. Shivajirao Kadam
M.Sc., Ph.D.
Chancellor

Prof. Dr. M. M. Salunkhe
M.Sc., Ph.D., F.R.S.C.
Vice Chancellor

and Beyond
BHARATI VIDYAPEETH

Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

G. Jayakumar
M.Com., Dip.Pub.Admn.
Registrar

NOTIFICATION NO. 881-A

The University authorities have approved the subject experts (Internal/External) and Self Learning Material (SLM) prepared by them for School of Distance Education.

The list indicating the programme, subject and the name of the writer/author is enclosed.

All the concern may please note.

Ref. : BVDU/2017-18/2334
Date : 25/04/2018

G. Jayakumar
(G. Jayakumar)
Registrar

To,

The Director, BVDU School of Distance Education, Pune

Copy for information :

Office of the Hon'ble Vice Chancellor, BVDU

Notification 2017-18

Bharati Vidyapeeth Bhavan, Lal Bahadur Shastri Marg, Pune - 411 030 (INDIA)
Tel. : +91-20-24407100, 24325701 | Fax : +91-20-24339121, 24321910 | E-mail : bvuniversity@yahoo.co.in | Web : www.bvuniversity.edu.in

Bharati Vidyapeeth
(Deemed to be University)
Pune, India.
Founder Chancellor : Dr. Patangrao Kadam
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Vice Chancellor

Celebrating 50 and Beyond
BHARATI VIDYAPEETH

Dr. Vishwajeet Kadam
B.Tech., M.B.A., Ph.D.
Pro Vice Chancellor

G. Jayakumar
M.Com., Dip.Pub.Admn.
Registrar

NOTIFICATION NO.1053

It is hereby notified for the information of all concerned that the authorities of the University have approved the E-learning material for BCA (Online) programme to be implemented from the academic year 2020-21 and onwards.

All concern may please note.

G. Jayakumar
Registrar

Ref. No. BVDU/2020-21/ 1509
Date : October 15, 2020

To,

1. The Dean, Faculty of Management Studies, IMED, Pune 38
2. The Director, School of Online Education, BVDU
3. The Director, School of Distance Education, BVDU

Copy for information :

Office of the Hon'ble Vice Chancellor

Bharati Vidyapeeth
(Deemed to be University)
Pune, India.
Founder Chancellor : Dr. Patangrao Kadam
★ Accredited with 'A+' Grade (2017) by NAAC ★
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Vice Chancellor

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Pro Vice Chancellor

G. Jayakumar M.Com., Dip.Pub.Admn.
Registrar

Estd. 1964
Celebrating
and Beyond
BHARATI VIDYAPEETH

NOTIFICATION NO. 970

It is hereby notified for the information of all concerned that the Academic Council, at its 58th meeting held on 26-3-2019 considered and resolved to approve the e-contents and Self Learning Material (SLM) developed for the BBA and MBA programmes to be offered through online mode from the academic year 2019-20.

All concern may please note.

G. Jayakumar
Registrar

Ref. No. BVDU/2018-19/5967
Date : April 12, 2019

To,

1. The Dean, Faculty of Management Studies, IMED, Pune 38
2. The Director, School of Online Education, BVDU
3. The Director, School of Distance Education, BVDU
4. The Controller of Examinations, BVDU, Pune
5. The IT Cell for uploading in the Website.

NotificationAC26-3-2019(58-6.2)

Bharati Vidyapeeth Bhavan, Lal Bahadur Shastri Marg, Pune - 411 030 (INDIA)
Tel. : +91-20-24407100, 24325701 | Fax : +91-20-24339121, 24321910 | E-mail : bvuniversity@yahoo.co.in | Web : www.bvuniversity.edu.in

(TO BE PUBLISHED IN THE GAZETTE OF INDIA, PART, I SECTION 1) -B-B.L

No.F.9-15/95-U.3
Government of India
Ministry of Human Resource Development
(Deptt. of Education)
******

New Delhi,
26th April, 1996.

NOTIFICATION

In exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956 (3 of 1956), the Central Government, on the advice of the University Grants Commission, hereby declare the following institutions of the Bharati Vidyapeeth at Pune as Deemed-to-be-University for the purpose of the aforesaid Act :-

(a) Bharati Vidyapeeth's Medical College, Pune;

(b) Bharati Vidyapeeth's Dental College & Hospital, Pune;

(c) Bharati Vidyapeeth's College of Ayurved, Pune;

(d) Bharati Vidyapeeth's Homoeopathic Medical College, Pune;

(e) Bharati Vidyapeeth's College of Nursing, Pune;

(f) Yashwantrao Mohite College of Arts, Science and Commerce, Pune;

(g) New Law College, Pune;

(h) Social Sciences Centre (M.S.W), Pune;

(i) Yashwantrao Chavan Institute of Social Science Studies & Research, Pune;

(j) Research and Development Centre in Applied Chemistry (POLYMER), Pune;

(k) College of Physical Education, Pune; and

(l) Bharati Vidyapeeth's Institute of Environment Education & Research, Pune.

(PRASHANT MEHTA)
JOINT SECRETARY TO THE GOVT. OF INDIA

The Manager,
Government of India Press,
Gazette of India,
Faridabad,
Haryana.

.../-

Copy for information to :-

1. The Secretary, University Grants Commission, New Delhi with 15 copies.

2. The Secretary-General, Association of Indian Universities, AIU House, 16, Kotla Marg, New Delhi - 110 002.

3. The Secretary to the Government of Maharashtra, Higher & Technical Education and Employment Department, Mantralaya Annexe, Mumbai - 400 032.

4. Dr. Patangrao Kadam, Founder, Bharati Vidyapeeth, Bharati Vidyapeeth Bhavan, Lal Bahadur Shastri Marg, Pune-411 030, Maharashtra. The conferment of Deemed-to-be-University status would be effective from the date Memorandum of Association/Rules of the Institutions duly approved by the UGC come into force. The Central Government or the UGC would not provide maintenance and/or development grant to the Bharati Vidyapeeth, Pune.

5 to 16. The Principals of the Institutions at (a) to (l) overleaf

17. Registrars of all Universities and Deemed Universities.

18. All Ministries and Departments of the Government of India

19. All State Governments and Union Territories.

20 Press Information Bureau, New Delhi.

21. The Prime Minister's Office.

22. Parliament Library

23. Legislative Department (Leg.III Section).

24. Secretary-General, Lok Sabha.

25. Secretary-General, Rajya Sabha.

26. All Officers in the Ministry.

27. Guard File.

(Durgadas Gupta)

BHARATI VIDYAPEETH UNIVERSITY, PUNE, DISTANCE EDUCATION PROGRAMMES.

(TO BE PUBLISHED IN THE GAZETTE OF INDIA, PART, I SECTION 1) -B-B.L

No.F.9-15/95-U.3
Government of India
Ministry of Human Resource Development
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BHARATI VIDYAPEETH UNIVERSITY, PUNE, DISTANCE EDUCATION PROGRAMMES.

(TO BE PUBLISHED IN THE GAZETTE OF INDIA, PART, I SECTION 1) -B-B.L

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(Durgadas Gupta)

BHARATI VIDYAPEETH UNIVERSITY, PUNE, DISTANCE EDUCATION PROGRAMMES.

(TO BE PUBLISHED IN THE GAZETTE OF INDIA PART-I SECTION 1)

No.F.9-16/2004- U.3
Government of India
Ministry of Human Resource Development
Department of Secondary & Higher Education

Shastri Bhawan, New Delhi.
25 February 2005

NOTIFICATION

In continuation of this Ministry's Notification No.F.9-15/95-U.3 dated 26.4.96 and 28.7.2000 and No.9-7/2004-U.3 dated 19.8.2004 and in exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956, the Central Government, on the advice of the University Grants Commission, hereby declare that the following seven institutions are included under the ambit of Bharati Vidyapeeth (Deemed University), Pune with immediate effect :

(i) Bharati Vidyapeeth's Institute of Management and Research, New Delhi
(ii) Bharati Vidyapeeth's College of Architecture, Pune
(iii) Bharati Vidyapeeth's Institute of Hotel Management and Catering Technology, Pune
(iv) Bharati Vidyapeeth's Yashwantrao Mohite Institute of Management, Karad
(v) Bharati Vidyapeeth's Institute of Management, Kolhapur
(vi) Bharati Vidyapeeth's Institute of Management and Rural Development Administration, Sangli
(vii) Bharati Vidyapeeth's Abhijit Kadam Institute of Management and Social Sciences, Solapur

(Sunil Kumar) 25/02/05
Joint Secretary to the Government of India

The Manager,
Government of India Press,
Faridabad (Haryana).

Copy forwarded for information to: -

1. The Secretary, University Grants Commission, New Delhi.
2. The Vice-Chancellor, Bharati Vidyapeeth, Bharati Vidyapeeth Bhawan, Lal Bahadur Shastri Marg Pune – 411 030.
3. Principal Secretary, Department of Technical & Higher Education, Government of Maharashtra, Mantralaya, Mumbai 400032.
4. Registrars of all Universities & Deemed Universities.
5. Press Information Bureau, Shastri Bhawan, New Delhi.
6. The Secretary General, Association of Indian Universities, AIU House, 16 Kotla Marg, New Delhi 110002.
7. All officers/ sections in Department of Secondary & Higher Education.
8. Guard file/ Coordination Assistant/Notification file/CIMS/NIEPA.

Bharati Vidyapeeth Deemed University
Inward No. 1004
Date 21/3/05

D. K. Palival
(D K Palival) 25/02
Deputy Educational Adviser

original copy

BHARATI VIDYAPEETH UNIVERSITY, PUNE, DISTANCE EDUCATION PROGRAMMES.

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Copy forwarded for information to: -

1. The Secretary, University Grants Commission, New Delhi.
2. The Vice-Chancellor, Bharati Vidyapeeth, Bharati Vidyapeeth Bhawan, Lal Bahadur Sha Marg Pune – 411 030.
3. Principal Secretary, Department of Technical & Higher Education, Government Maharashtra, Mantralaya, Mumbai 400032.
4. The Secretary, Dental Council of India, Kotla Road, Temple Lane, New Delhi.
5. The Secretary, Medical Council of India, Aiwane-E-Galib Marg, Kotla Road, New Delhi.
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9. All officers/ sections in Department of Secondary & Higher Education.
10. Guard file/ Coordination Assistant/Notification file/NIC/NIEPA.

(A K Chaturvedi)
Under Secretary to the Govt. of I

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विश्वविद्यालय अनुदान आयोग
University Grants Commission
(मानव संसाधन विकास मंत्रालय, भारत सरकार)
Ministry of Human Resource Development, Govt. of India
बहादुर शाह ज़फर मार्ग, नई दिल्ली – 110 002
Bahadur Shah Zafar Marg, New Delhi – 110 002

UGC Website: www.ugc.ac.in
Ph. 011-23604414 (CPP-I/Colleges)

Speed Post

F. No. 8-558/2016 (CPP-I/C)

March, 2017

27 MAR 2017

The Registrar,
University of Mumbai
M.G. Road, Fort, Mumbai – 400 032
Maharashtra

Sub: Recognition of College under Section 2 (f) & 12 (B) of the UGC Act, 1956.

Sir,

I am directed to refer to the letter no. BV/IMSR/195/2016-17 dated 09.03.2017 received from the Principal, Bharati Vidyapeeth's Institute of Management Studies & Research, Sector No. 8, CBD, Belapur, Navi Mumbai – 400 614, Maharashtra on the above subject and to say that it is noted that the following college is **un-aided/self financed** and **permanently** affiliated to **University of Mumbai, Mumbai**. I am further to say that the name of the following college has been included in the list of colleges prepared under Section 2 (f) & 12 (B) of the UGC Act, 1956 under the head **'Non-Government, self financed** Colleges teaching upto **Master's** Degree'.-

Name of the College	Year of Establishment	Remarks
Bharati Vidyapeeth's Institute of Management Studies & Research, Sector No. 8, CBD, Belapur, Navi Mumbai – 400 614, Maharashtra.	1984	The College is now declared fit to receive Central assistance in terms of Rules framed under Section 12 (B) of the UGC Act, 1956. However, the College, being a self financing & unaided, would be eligible to receive UGC's support only in respect of teachers & students related schemes as per the decision of the Commission dated 8th July 2011.

The Indemnity Bond and the other supporting documents submitted in respect of the above College have been accepted by the University Grants Commission.

Yours faithfully,

(Charan Dass)
Under Secretary

Copy to:-

1. The Principal Bharati Vidyapeeth's Institute of Management Studies & Research, Sector No. 8, CBD, Belapur, Navi Mumbai – 400 614, Maharashtra.
2. The Secretary, Government of India, Ministry of Human Resource Development, Department of Higher Education, Shastri Bhawan, New Delhi - 110 001.
3. The Principal Secretary, Tech. & Higher Education Deptt. Government of Maharashtra, Mantralaya, Annexe Building; Mumbai – 400 032, (Maharashtra).
4. The Joint Secretary, UGC, Western Regional Office (WRO), Ganeshkhind, Poona – 411 007, (Maharashtra).
5. Section Officer (FD-III Section), UGC, New Delhi.
6. Guard file.

(Sunita Kaira)
Section Officer

(TO BE PUBLISHED IN THE GAZETTE OF INDIA PART-I SECTION 1)

No.F.9-16/2004- U.3
Government of India
Ministry of Human Resource Development
Department of Secondary & Higher Education

Shastri Bhawan, New Delhi.
25 February 2005

NOTIFICATION

In continuation of this Ministry's Notification No.F.9-15/95-U.3 dated 26.4.96 and 28.7.2000 and No.9-7/2004-U.3 dated 19.8.2004 and in exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956, the Central Government, on the advice of the University Grants Commission, hereby declare that the following seven institutions are included under the ambit of Bharati Vidyapeeth (Deemed University), Pune with immediate effect :

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(Sunil Kumar) 25/02/05
Joint Secretary to the Government of India

The Manager,
Government of India Press,
Faridabad (Haryana).

Copy forwarded for information to: -

1. The Secretary, University Grants Commission, New Delhi.
2. The Vice-Chancellor, Bharati Vidyapeeth, Bharati Vidyapeeth Bhawan, Lal Bahadur Shastri Marg Pune – 411 030.
3. Principal Secretary, Department of Technical & Higher Education, Government of Maharashtra, Mantralaya, Mumbai 400032.
4. Registrars of all Universities & Deemed Universities.
5. Press Information Bureau, Shastri Bhawan, New Delhi.
6. The Secretary General, Association of Indian Universities, AIU House, 16 Kotla Marg, New Delhi 110002.
7. All officers/ sections in Department of Secondary & Higher Education.
8. Guard file/ Coordination Assistant/Notification file/CIMS/NIEPA.

D. K. Paliwal 25/02
(D K Paliwal)
Deputy Educational Adviser

Bharati Vidyapeeth Deemed University
Inward No. 1024
Date 21/3/05

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BHARATI VIDYAPEETH UNIVERSITY, PUNE, DISTANCE EDUCATION PROGRAMMES.

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Copy forwarded for information to: -

1. The Secretary, University Grants Commission, New Delhi.
2. The Vice-Chancellor, Bharati Vidyapeeth, Bharati Vidyapeeth Bhawan, Lal Bahadur Sha Marg Pune – 411 030.
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(A K Chaturvedi)
Under Secretary to the Govt. of I

D:\Shiv\notification deemed univ

(TO BE PUBLISHED IN THE GAZETTE OF INDIA PART-I SECTION 1)

No.F.9-16/2004- U.3
Government of India
Ministry of Human Resource Development
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D. K. Paliwal
(D K Paliwal) 25/02
Deputy Educational Adviser

Bharati Vidyapeeth Deemed University
Inward No. 1024
Date 21/3/05

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BHARATI VIDYAPEETH UNIVERSITY, PUNE, DISTANCE EDUCATION PROGRAMMES.

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4. The Secretary, Dental Council of India, Kotla Road, Temple Lane, New Delhi.
5. The Secretary, Medical Council of India, Aiwane-E-Galib Marg, Kotla Road, New Delhi.
6. Registrars of all Universities & Deemed Universities.
7. Press Information Bureau, Shastri Bhawan, New Delhi.
8. The Secretary General, Association of Indian Universities, AIU House, 16 Kotla Marg, N Delhi 110002.
9. All officers/ sections in Department of Secondary & Higher Education.
10. Guard file/ Coordination Assistant/Notification file/NIC/NIEPA.

(A K Chaturvedi)
Under Secretary to the Govt. of I

D:\Shiv\notification deemed univ

(TO BE PUBLISHED IN THE GAZETTE OF INDIA PART-I SECTION 1)

No.F.9-16/2004- U.3
Government of India
Ministry of Human Resource Development
Department of Secondary & Higher Education

Shastri Bhawan, New Delhi.
25 February 2005

NOTIFICATION

In continuation of this Ministry's Notification No.F.9-15/95-U.3 dated 26.4.96 and 28.7.2000 and No.9-7/2004-U.3 dated 19.8.2004 and in exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956, the Central Government, on the advice of the University Grants Commission, hereby declare that the following seven institutions are included under the ambit of Bharati Vidyapeeth (Deemed University), Pune with immediate effect :

(i) Bharati Vidyapeeth's Institute of Management and Research, New Delhi
(ii) Bharati Vidyapeeth's College of Architecture, Pune
(iii) Bharati Vidyapeeth's Institute of Hotel Management and Catering Technology, Pune
(iv) Bharati Vidyapeeth's Yashwantrao Mohite Institute of Management, Karad
(v) Bharati Vidyapeeth's Institute of Management, Kolhapur
(vi) Bharati Vidyapeeth's Institute of Management and Rural Development Administration, Sangli
(vii) Bharati Vidyapeeth's Abhijit Kadam Institute of Management and Social Sciences, Solapur

(Sunil Kumar) 25/02/05
Joint Secretary to the Government of India

The Manager,
Government of India Press,
Faridabad (Haryana).

Copy forwarded for information to: -

1. The Secretary, University Grants Commission, New Delhi.
2. The Vice-Chancellor, Bharati Vidyapeeth, Bharati Vidyapeeth Bhawan, Lal Bahadur Shastri Marg Pune – 411 030.
3. Principal Secretary, Department of Technical & Higher Education, Government of Maharashtra, Mantralaya, Mumbai 400032.
4. Registrars of all Universities & Deemed Universities.
5. Press Information Bureau, Shastri Bhawan, New Delhi.
6. The Secretary General, Association of Indian Universities, AIU House, 16 Kotla Marg, New Delhi 110002.
7. All officers/ sections in Department of Secondary & Higher Education.
8. Guard file/ Coordination Assistant/Notification file/CIMS/NIEPA.

D. K. Paliwal 25/02
(D K Paliwal)
Deputy Educational Adviser

Bharati Vidyapeeth Deemed University
Inward No. 1024
Date 21/3/05

original copy

BHARATI VIDYAPEETH UNIVERSITY, PUNE, DISTANCE EDUCATION PROGRAMMES.

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Copy forwarded for information to: -

1. The Secretary, University Grants Commission, New Delhi.
2. The Vice-Chancellor, Bharati Vidyapeeth, Bharati Vidyapeeth Bhawan, Lal Bahadur Sha Marg Pune – 411 030.
3. Principal Secretary, Department of Technical & Higher Education, Government Maharashtra, Mantralaya, Mumbai 400032.
4. The Secretary, Dental Council of India, Kotla Road, Temple Lane, New Delhi.
5. The Secretary, Medical Council of India, Aiwane-E-Galib Marg, Kotla Road, New Delhi.
6. Registrars of all Universities & Deemed Universities.
7. Press Information Bureau, Shastri Bhawan, New Delhi.
8. The Secretary General, Association of Indian Universities, AIU House, 16 Kotla Marg, N Delhi 110002.
9. All officers/ sections in Department of Secondary & Higher Education.
10. Guard file/ Coordination Assistant/Notification file/NIC/NIEPA.

(A K Chaturvedi)
Under Secretary to the Govt. of I

D:\Shiv\notification deemed univ

(TO BE PUBLISHED IN THE GAZETTE OF INDIA PART-I SECTION-1)

NO.F.9-15/95-U-3
Government of India
Ministry of Human Resource Development
(Department of Secondary Education
and Higher Education)

New Delhi, the 28th July, 2000.

NOTIFICATION

In exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956 (3 of 1956), the Central Government, on the advice of the University Grants Commission, hereby declare that following three institutions are included under the ambit of Bharati Vidyapeeth, Pune a Deemed to be University for the purpose of the aforesaid Act with immediate effect :-

(i) Bharati Vidyapeeth's College of Engineering, Pune;
(ii) Bharati Vidyapeeth's Institute of Management and Entrepreneurship Development, Pune; and
(iii) Bharati Vidyapeeth's College of Pharmacy, Pune.

(Champak Chatterji)
Joint Secretary to the Govt. of India

The Manager,
Government of India Press,
Faridabad (Haryana).

Copy forwarded for information to :-

1. The Secretary, University Grants Commission, New Delhi.
2. The Secretary, Higher & Technical Education & Employment Deptt., Govt. of Maharashtra, Mantralaya, Annexe, Mumbai - 400 032.

(TO BE PUBLISHED IN THE GAZETTE OF INDIA PART-I SECTION 1)

No.F.9-16/2004- U.3
Government of India
Ministry of Human Resource Development
Department of Secondary & Higher Education

Shastri Bhawan, New Delhi.
25 February 2005

NOTIFICATION

In continuation of this Ministry's Notification No.F.9-15/95-U.3 dated 26.4.96 and 28.7.2000 and No.9-7/2004-U.3 dated 19.8.2004 and in exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956, the Central Government, on the advice of the University Grants Commission, hereby declare that the following seven institutions are included under the ambit of Bharati Vidyapeeth (Deemed University), Pune with immediate effect :

(i) Bharati Vidyapeeth's Institute of Management and Research, New Delhi
(ii) Bharati Vidyapeeth's College of Architecture, Pune
(iii) Bharati Vidyapeeth's Institute of Hotel Management and Catering Technology, Pune
(iv) Bharati Vidyapeeth's Yashwantrao Mohite Institute of Management, Karad
(v) Bharati Vidyapeeth's Institute of Management, Kolhapur
(vi) Bharati Vidyapeeth's Institute of Management and Rural Development Administration, Sangli
(vii) Bharati Vidyapeeth's Abhijit Kadam Institute of Management and Social Sciences, Solapur

(Sunil Kumar) 25/02/05
Joint Secretary to the Government of India

The Manager,
Government of India Press,
Faridabad (Haryana).

Copy forwarded for information to: -

1. The Secretary, University Grants Commission, New Delhi.
2. The Vice-Chancellor, Bharati Vidyapeeth, Bharati Vidyapeeth Bhawan, Lal Bahadur Shastri Marg Pune – 411 030.
3. Principal Secretary, Department of Technical & Higher Education, Government of Maharashtra, Mantralaya, Mumbai 400032.
4. Registrars of all Universities & Deemed Universities.
5. Press Information Bureau, Shastri Bhawan, New Delhi.
6. The Secretary General, Association of Indian Universities, AIU House, 16 Kotla Marg, New Delhi 110002.
7. All officers/ sections in Department of Secondary & Higher Education.
8. Guard file/ Coordination Assistant/Notification file/CIMS/NIEPA.

Bharati Vidyapeeth Deemed University
Inward No. 1004
Date 21/3/05

D. K. Palival
(D K Palival) 25/02
Deputy Educational Adviser

original copy

BHARATI VIDYAPEETH UNIVERSITY, PUNE, DISTANCE EDUCATION PROGRAMMES.

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Copy forwarded for information to: -

1. The Secretary, University Grants Commission, New Delhi.
2. The Vice-Chancellor, Bharati Vidyapeeth, Bharati Vidyapeeth Bhawan, Lal Bahadur Sha Marg Pune – 411 030.
3. Principal Secretary, Department of Technical & Higher Education, Government Maharashtra, Mantralaya, Mumbai 400032.
4. The Secretary, Dental Council of India, Kotla Road, Temple Lane, New Delhi.
5. The Secretary, Medical Council of India, Aiwane-E-Galib Marg, Kotla Road, New Delhi.
6. Registrars of all Universities & Deemed Universities.
7. Press Information Bureau, Shastri Bhawan, New Delhi.
8. The Secretary General, Association of Indian Universities, AIU House, 16 Kotla Marg, N Delhi 110002.
9. All officers/ sections in Department of Secondary & Higher Education.
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(A K Chaturvedi)
Under Secretary to the Govt. of I

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भारतीय गैर न्यायिक

एक सौ रुपये Rs. 100

रु. 100 ONE HUNDRED RUPEES

सत्यमेव जयते

भारत INDIA

INDIA NON JUDICIAL

महाराष्ट्र MAHARASHTRA ◑ 2020 ◑ WU 482037

अनु.क्र. 7755 दि. 13 OCT 2020 मु.शु.रक्कम 100/-

दस्ताचा प्रकार Affidavit

दस्त नोंदणी करणार आहेत का ? होय/नाही.

मिळकतीचे वर्णन G. Jayakumar

मुद्रांक विकत घेणाऱ्याचे नाव Bharati Vidyapeeth, Pune 30

पत्ता Nitin Jadhav. Sane

हस्ते तक्रारीचे नाव व पत्ता

वरिष्ठ कोषागार अधिकारी

05 OCT 2020

NOTARY MEGHANA V. RANKHAMBE PUNE DIST. (MAHARASHTRA) REGD. No. 9128 Expiry Dt.-20/10/2021 GOVERNMENT OF INDIA

ज्या कारणासाठी ज्यांनी मुद्रांक खरेदी केला त्यांनी त्याच कारणासाठी मुद्रांक खरेदी कल्याणापासून ६ महिन्यात वापरणे बंधनकारक आहे.

To be submitted on Duly Notarised Affidavit on a stamp paper of Rs.100

Affidavit

*The **Bharati Vidyapeeth Deemed to be University, Bharati Vidyapeeth Bhavan, L.B.S. Marg, Pune-30**, undertakes to abide by the following terms and conditions duly approved by the statutory bodies of the university;*

And accordingly

*We, **G. Jayakumar**, Registrar and **Dr. S. B. Sawant** Director, Centre for Distance & Online Education of **Bharati Vidyapeeth Deemed to be University, Bharati Vidyapeeth Bhavan, L.B.S. Marg, Pune-30**, do hereby solemnly affirm and declare as under:*

1. That this Higher Educational Institution namely ***Centre for Distance & Online Education*** wishes to apply for the recognition of Open and Distance Learning Programmes and /or Online Programmes to be offered under University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 from the academic session 2020-21.

G. Jayakumar
Registrar
Bharati Vidyapeeth
(Deemed to be University)
Pune-411 030, India

DIRECTOR
School of Distance Education

2. That the deponents have fully understood all clauses, all terms and conditions as stipulated in the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

3. That the Higher Educational Institution is eligible in all respect to apply for offering programmes through; Open and Distance Learning (ODL) and Online Learning mode, as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

4. That the Higher Educational Institution after getting programme wise recognition shall scrupulously abide by all the terms and conditions as stipulated under University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 alongwith compliance to all the provisions regarding;

a) Centre for Internal Quality Assurance (CIQA): Annexure-I

b) Conduct of Examination and Minimum Standards for Examination Centres: Annexure-II

c) Territorial Jurisdiction and Regulating Provisions for different types Of Higher Educational Institutions: Annexure-III

d) Human Resource and Infrastructural Requirements: Annexure-IV

e) Guidelines on Programme Project Report (PPR) : Annexure-V

f) Quality Assurance Guidelines of Learning Material in Multiple Media and Curriculum and Pedagogy: Annexure-VI

g) Guidelines on Self-Learning Material and E-Learning Material: Annexure-VII

h) Learner Support Centres :Annexure-VIII

i) Assessment Criteria for offering Online Programmes through Non-Swayam Learning Platform: Annexure IX

j) Grievance Redress Mechanism: Annexure X

5. That the Higher Educational Institution shall adhere to various directives issued by the Commission from time to time.

DIRECTOR
School of Distance Education
Bharati Vidyapeeth
(Deemed to be Univ...

Registrar
Bharati ...
(Deemed ...
Pune-411 ...

6. That the Higher Educational Institution shall not offer prohibited programmes i.e. programmes not permitted to be offered in Open and Distance Learning Mode and Online mode in Higher Education as mentioned in clause (z) of regulation 2 of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

7. That the Higher Education Institution shall ensure compliance to other relevant UGC Regulations and norms issued by the relevant statutory/regulatory bodies from time to time .

8. That, for the programmes falling under the ambit of a statutory or regulatory authority or regulatory council, the Higher Educational Institution has the approval or recommendations of the respective statutory or regulatory authority or regulatory council for offering the programmes in Open and Distance Learning mode or Online mode, as applicable; and has also submitted the same to UGC along with the application.

9. That the Higher Educational Institution shall ensure to provide all such information asked by UGC and display the same information as per mandatory disclosure of information as stipulated under regulation 9 of the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

10. That the Higher Educational Institution shall not offer any Open and Distance Learning (ODL) Programmes and Online Programmes and admit students thereto unless it has been granted recognition by the Commission and admission shall not be made in anticipation of the recognition.

11. That the Higher Educational Institution undertakes to upload admission details on the portal within the stipulated time as decided by the Commission from time to time.

12. That the Higher Educational Institution shall ensure the readiness/availability of E- Learning Material for all years/semesters of proposed online programmes and its uploading on the learning platform before the start of academic session and information about the same shall be intimated to UGC in timely manner as per Annexure-VII of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

13. That all the information given by the Higher Education Institution in the proposal submitted to UGC is complete, true and correct and the deponents are fully aware of the consequences mentioned in relevant clauses, if the Higher Education Institution fails to abide by University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

14. That the deponents are fully aware that in case any information, documentary evidence submitted/produced by the Higher Educational Institution is found to be false or fake at a later stage or in case of any violation, UGC shall take punitive measures as mentioned in Regulation 7 of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020

DIRECTOR
School of Distance Education
Bharati Vidyapeeth
(Deemed to be University) Pune

Registrar
Bharati Vidyapeeth
(Deemed to be University)
Pune-411 030, India

which includes withdrawal of the recognition of Open and Distance Learning (ODL) Programmes and Online Programmes and may also refer the matter to the Central or State Government as applicable for withdrawal of Higher Educational Institution status. It is the sole responsibility of the Higher Educational Institution for the career consequences of students, if any, arising out of the same.

DIRECTOR
School of Distance Education
Bharati Vidyapeeth
(Deemed to be University) Pune

Registrar
DEPONENT(S)
Bharati Vidyapeeth
(Deemed to be University)
Pune-411 030, India

Verification:

We, the above-named deponents, do hereby verify on **14/10/2020** at **Pune** that the contents mentioned above are correct and true statements.

DIRECTOR
School of Distance Education
Bharati Vidyapeeth
(Deemed to be University) Pune

DEPONENT(S)
Registrar
Bharati Vidyapeeth
(Deemed to be University)
Pune-411 030, India

NOTARY
MEGHANA V. RANKHAMBE
PUNE DIST.
(MAHARASHTRA)
REGD. No. 9129
Expiry Dt.-20/10/2021
GOVERNMENT OF INDIA

NOTARY
MEGHANA V. RANKHAMBE
PUNE DIST.
(MAHARASHTRA)
REGD. No. 9129
Expiry Dt.-20/10/2021
GOVERNMENT OF INDIA

NOTARIAL NOTARIAL NOTARIAL NOTARIAL NOTARIAL

BEFORE ME
ADV MEGHANA V RANKHAMBE
NOTARY, (Govt. of India) REGN. No.: 9129
'PAYKO HILLS' 2 RT BHUSARI, NEAR NEW INDIA SCHOOL, KOTHRUD, PUNE 411038
☎ 9881222345, 9881018882

NOTED AND REGISTERED AT
SERIAL NUMBER 186/2020

14 OCT 2020

BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY, PUNE (INDIA)

(Established u/s 3 of the UGC Act, 1956 vide Notification No.F.9-15/95-U-3 of the Govt. of India)

*** Accredited 'A+' Grade (2017) By NAAC ***

*** 'Category -I' University Status by UGC ***

*** 'A' Grade University Status by MHRD Govt. of India ***

"Social Transformation Through Dynamic Education"

SCHOOL OF DISTANCE EDUCATION

Recognized by University Grants Commission- Distance Education Bureau (UGC-DEB), New Delhi

PROGRAMME PROJECT REPORT (PPR)

OF

BACHELOR OF ARTS
(B.A.)

BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY, PUNE (INDIA)

SCHOOL OF DISTANCE EDUCATION

Bachelor of Arts (B.A.)

Under: The Faculty of Arts, Social Sciences and Commerce

1. INTRODUCTION:

The B.A. Degree programme provides an opportunity to acquire advanced knowledge in the main areas of respective discipline and enhance the ability for better understanding the subject.

2. OBJECTIVES:

The objectives of the Bachelor of Arts Programme are to provide students with an outstanding education in the humanities, social sciences and languages. The degree is designed to enable a graduate to demonstrate a detailed knowledge and understanding of selected fields of study. The program also focuses on enhancing the students' interpersonal and communication skills to enable them to function effectively and contribute to the performance of their organizations. The goal of a Bachelor of Arts is to get a well-rounded education with a good grounding in one particular subject.

3. LEARNING OUTCOMES:

A] The programme learning outcomes relating to BA degree programme in English:

- demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity
- demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.
- display an ability to read and understand various literary genres and stylistic variations and write critically
- cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture
- demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources
- display knowledge to cultivate a better understanding of values – both literary values that aide us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing
- recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development
- channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme
- to enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India

B] The programme learning outcomes relating to B.A. degree programme in Economics:

- The behavioural patterns of different economic agents, advance theoretical issues and their applications.
- Use the spoken and written word, graphs, and mathematics to present economic phenomena and arguments.
- Able to use theoretical and empirical methods to analyze socio-economic issues.
- Apply their knowledge and learning to engage in informed debate and to analyze and solve problem.
- Develop critical thinking capacity.
- Develop capability in using computer software for the purpose of research.
- Delineate the fiscal policies designed for developed and developing economics.
- Facilitate the historical developments in the economic thoughts propounded by different schools.
- Learn the basic concept of monetary analysis and financial marketing in Indian financial markets.
- Learn the development issues of Indian economy.
- Acquaint with some basic concept of environmental economics along with the solution of the environmental problems.

4. ACADEMIC PLANNER:

	For June Admission Session Students	**For January Admission Session Students**
Admission Date	1st July to 30th September	1st January to 28th February
Eligibility Document Submission	1st July to 30th September	1st January to 31st March
Internal Home Assignment Submission	**For Sem - I, III, V -** August to September **For Sem - II, IV, VI -** March to April	**For Sem - I, III, V -** March to April **For Sem - II, IV, VI -** August to September
Examination Form Submission	**For Sem - I, III, V -** August to September **For Sem - II, IV, VI -** March to April	**For Sem - I, III, V -** March to April **For Sem - II, IV, VI -** August to September
University Examinations	**For Sem - I, III, V -** December **For Sem - II, IV, VI -** June	**For Sem - I, III, V –** June **For Sem - II, IV, VI -** December

5. ADMISSION PROCEDURE:

The Application Form is available at each Academic Study Centres. The candidate will have to apply for admission to any academic programme of his / her choice in the prescribed form attached with Information booklet. University has made available the facility of 'Online application for Admission' to the students to apply for admission to the various programs. The candidate will be admitted provisionally to the programme on verification of the eligibility for admission. He / She will be asked to complete the eligibility requirement by submitting the required Marksheets, Leaving/Transfer Certificate, Educational Gap Certificate (if required), Aadhaar Card etc. After verification of required documents candidate admission will be confirmed.

6. ELIGIBILITY:

A candidate who has passed the Higher Secondary School Certificate Examination of the Maharashtra State Board or an equivalent examination of any other statutory Board or University with English as a passing subject will be admitted to the first year of this course.

7. DURATION:

The minimum duration of the BA degree programme is three years divided into six semesters although student may complete the programme gradually within a maximum period of Eight years. If Programme is not completed successfully during Eight years, he/she will be required to take fresh admission.

8. MEDIUM:

The medium of instruction and examination shall be English and Marathi simultaneously. Student can choose any one medium of instruction.

9. FEE STRUCTURE:

Sr. No.	Particular	I Year	II Year	III Year
1	Admission Fee	200/-	-	-
2	Tuition Fee	3800/-	3800/-	3800/-
3	Examination Fee	805/-	805/-	905/-
Total		**4805/-**	**4605/-**	**4705/-**

10. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

Sr. No.	Programmes	Total Programme Fees	Admission Fee	Tuition Fee	Study Material Development Cost	Contact Lectures Cost	Other Administrative / Educational Expenses
1	B.A.	11600/-	200/-	11400/-	4708/-	2280/-	4412/-

11. STUDENT SUPPORT SERVICES:

a) Student Counseling:-
Full time Student Counseling Desk is available at BVDU School of Distance Education, Pune (Head Quarter). Student can contact to this office and get detail information related to Admission, Programme eligibility, Programme fees, Important Dates related to all Academic Activities, details of Academic Study Centre, Information of Examinations etc. As well as student can contact to this office through email for their queries.

b) Personal Contact Session (PCP):-
Personal Contact Sessions conducted by Academic Study Centre and organized on holidays, normally at time convenient to the student, during which a qualified expert faculty gives explanations and help to clear the doubts and difficulties of the students and also delivering instructions to the students about study material.

c) E-Learning Support:-
The electronic versions of learning resources in mobile-ready formats are available freely on `e-Learning Environmental Portal' of School of Distance Education (econnect.bvuict.in/econnect/) for students. Details programme Syllabus, Videos of Expert Lecturers on various Topics, Self Learning Material, Old Question Papers are also available on this portal. Student can easily access this instructional material.

d) Self Learning Material (SLM):-
SLM will be provided to student on Book form which contents will help them as a reference book. Learner can able to understand the subject matter even in the absence of a teacher.

12. METHODS AND MEDIA USED IN SELF INSTRUCTIONAL MATERIAL DELIVERY:

Self Instructional Material is delivered in various media. The printed copies of learning resources in Self Instructional format for this programme is made available to the students through Academic Study Centres. The electronic version of the learning resources including the lectures, instructional material, lectures in mobile-ready formats are available freely on the `e-learning Environmental Portal` of School of Distance Education.

13. FACULTY AND SUPPORT STAFF:

As per the requirement of programme faculties (internal and external) are available in adequate number. They are conducting all academic activities related to this programme.

14. EVALUATION OF LEARNER:

As a part of evaluation of learner following activities are conducting at every Academic Study Centre.

- Continuation / Internal Assessment of each subject
- Conducting Tutorials
- Conducting Term End Examinations at the end of each session.
- Question Papers Sets with Multiple Choice Questions

15. COURSE STRUCTURE

Semester	Core Course Credits	Elective Course Credits	SEC/AEC Course Credits	Total Credits
Semester - I	02	10	00	12
Semester – II	02	10	02	14
Semester – III	11	06	02	19
Semester – IV	11	06	00	17
Semester – V	17	00	02	19
Semester - VI	17	00	00	17
			Grand Total	**97**

The B.A. programme will be of three years duration consisting of six semesters and of minimum 97 Credits: Semester I (12Credits), Semester II (14 Credits), Semester III (19 Credits), and Semester IV (17 Credits) Semester V (19 Credits), and Semester VI (17 Credits). In all six Semesters, there will be six theory courses (Core and Elective Courses) and one theory course (Ability Enhancement course OR Skill Enhancement course) in Semester II, Semester III, Semester IV and Semester V of 02 credits each. All 36 Core and Elective Courses papers will have 100 marks each out of which 30 marks will be for Internal Assessment and 70 marks for University Examination. The Ability Enhancement courses OR Skill Enhancement Courses will have 50 marks each out of which 20 marks will be for Internal Assessment and 30 marks for University Examination. Thus B.A. degree examination, six Semesters shall be of minimum of 3750 marks and of 97 credits altogether. The following shall be the course structure:

F.Y.B.A.:

A student joining the First year B.A. course shall offer six subjects mentioned below. He/she is advised to select the subjects of First Semester very carefully because he/she has to select subjects for the following semesters from the subjects offered at First Semester.

1) Subject in Core course is compulsory.
2) A student has to offer five subjects from Elective Courses given above.

F.Y.B.A.: Semester I

Subject Type	Code	Title of the paper	Credits	Exam Hrs	Maximum Marks		
					Internal Assessment	University Examination	Total
Core Course	A101	1. Compulsory English – I	02	03	30	70	100
Elective Courses	**Any Five from the following:**						
	A111	1. English (G1) – I	02	03	30	70	100
	A121	2. Economics (G1) – I	02	03	30	70	100
	A131	3. Marathi (G1) – I	02	03	30	70	100
	A141	4. Geography(G1) – I	02	03	30	70	100
	A151	5. Political Science (G1) – I	02	03	30	70	100
	A161	6. Sociology (G1) – I	02	03	30	70	100

F.Y.B.A.: Semester II

Subject Type	Code	Title of the paper	Credits	Exam Hrs	Maximum Marks		
					Internal Assessment	University Examination	Total
Core Course	A201	1. Compulsory English – II	02	03	30	70	100
Elective Courses	**Any Five from the following:**						
	A211	1. English (G1) – II	02	03	30	70	100
	A221	2. Economics (G1) – II	02	03	30	70	100
	A231	3. Marathi (G1) – II	02	03	30	70	100
	A241	4. Geography(G1) – II	02	03	30	70	100
	A251	5. Political Science (G1) – II	02	03	30	70	100
	A261	6. Sociology (G1) – II	02	03	30	70	100
Skill Enhancement Course	SEC21	Basics of Information Technology	02	02	20	30	50

S.Y.B.A.:

A student studying at Semester III & IVfor the B.A. Degree shall study the subject as given below:

1) Compulsory English from Core courses.

2) He/she has to select one group as a special subject from the given Core courses groups and which is included in the subjects offered at the First Semester. There will be three papers of special subject.

3) He/she has to select two general subjects i.e. First paper in each Special Group and which is not included in Core courses and from the subjects offered at the First Semester.

ENVIRONMENT STUDIES:

As per the order of Honourable Supreme Court of India, this course is compulsory for every undergraduate student. The college is implementing this module course in Environment Studies in the second year of all degree courses. There will be 02 lectures per week for this course. The examination will be conducted at the end of Semester IV and will carry 50

marks. These marks will be converted into the grades accordingly. These grades will be mentioned in the degree Grade Sheet. It is mandatory for every student to pass this course. If any student fails in this course, the result of his/her degree course will be withheld by the university.

S.Y.B.A.: Semester III

Subject Type	Code	Title of the paper		Credits	Exam Hrs	Maximum Marks		
						Internal Assessment	University Examination	Total
Core Courses	A301	1. Compulsory English – I		02	03	30	70	100
	Any One group from the following:							
	A) Special Level: English							
	A311	1. English (G2) – I		03	03	30	70	100
	A312	2. English (S1) – I		03	03	30	70	100
	A313	3. English (S2) – I		03	03	30	70	100
	B) Special Level: Economics							
	A321	1. Economics (G2) – I		03	03	30	70	100
	A322	2. Economics (S1) – I		03	03	30	70	100
	A323	3. Economics (S2) – I		03	03	30	70	100
	C) Special Level: Marathi							
	A331	1. Marathi (G2) – I		03	03	30	70	100
	A332	2. Marathi (S1) – I		03	03	30	70	100
	A333	3. Marathi (S2) – I		03	03	30	70	100
	D) Special Level: Geography							
	A341	1. Geography (G2) – I		03	03	30	70	100
	A342	2. Geography (S1) – I		03	03	30	70	100
	A343	3. Geography (S2) – I		03	03	30	70	100
	E) Special Level: Political Science							
	A351	1. Political Science (G2)– I		03	03	30	70	100
	A352	2. Political Science (S1) – I		03	03	30	70	100
	A353	3. Political Science (S2) – I		03	03	30	70	100
	F) Special Level: Sociology							
	A361	1. Sociology (G2) – I		03	03	30	70	100
	A362	2. Sociology (S1) – I		03	03	30	70	100
	A363	3. Sociology (S2) – I		03	03	30	70	100
Elective Courses	**Any Two from the following which are not included in core courses:**							
	A311	English (G2) – I		03	03	30	70	100
	A321	Economics (G2) – I		03	03	30	70	100
	A331	Marathi (G2) – I		03	03	30	70	100
	A341	Geography (G2) – I		03	03	30	70	100

Subject Type	Code	Title of the paper		Credits	Exam Hrs	Maximum Marks		
						Internal Assessment	University Examination	Total
	A351	Political Science (G2) – I		03	03	30	70	100
	A361	Sociology (G2) – I		03	03	30	70	100
Skill Enhancement Course	SEC31	Communication Skills in English		02	02	20	30	50

S.Y.B.A.: Semester IV

Subject Type	Code	Title of the paper		Credits	Exam Hrs	Maximum Marks		
						Internal Assessment	University Examination	Total
Core Courses	A401	1. Compulsory English – II		02	03	30	70	100
	Any One group from the following:							
	A) Special Level: English							
	A411	1. English (G2) – II		03	03	30	70	100
	A412	2. English (S1) – II		03	03	30	70	100
	A413	3. English (S2) – II		03	03	30	70	100
	B) Special Level: Economics							
	A421	1. Economics (G2) – II		03	03	30	70	100
	A422	2. Economics (S1) – II		03	03	30	70	100
	A423	3. Economics (S2) – II		03	03	30	70	100
	C) Special Level: Marathi							
	A431	1. Marathi (G2) – II		03	03	30	70	100
	A432	2. Marathi (S1) – II		03	03	30	70	100
	A433	3. Marathi (S2) – II		03	03	30	70	100
	D) Special Level: Geography							
	A441	1. Geography (G2) – II		03	03	30	70	100
	A442	2. Geography (S1) – II		03	03	30	70	100
	A443	3. Geography (S2) – II		03	03	30	70	100
Core Courses	**E) Special Level: Political Science**							
	A451	1. Political Science (G2) – II		03	03	30	70	100
	A452	2. Political Science (S1) – II		03	03	30	70	100
	A453	3. Political Science (S2) – II		03	03	30	70	100
	F) Special Level: Sociology							
	A461	1. Sociology (G2) – II		03	03	30	70	100
	A462	2. Sociology (S1) – II		03	03	30	70	100
	A463	3. Sociology (S2) – II		03	03	30	70	100
Elective Courses	**Any Two from the following which are not included in core courses:**							
	A411	English (G2) – II		03	03	30	70	100
	A421	Economics (G2) – II		03	03	30	70	100

Subject Type	Code	Title of the paper		Credits	Exam Hrs	Maximum Marks		
						Internal Assessment	University Examination	Total
	A431	Marathi (G2) – II		03	03	30	70	100
	A441	Geography (G2) – II		03	03	30	70	100
	A451	Political Science (G2) – II		03	03	30	70	100
	A461	Sociology (G2) – II		03	03	30	70	100

T.Y.B.A.:

A student studying at Semester V & VI for the Third Year B.A. Degree shall study the subjects as given below.

1) Compulsory English.
2) Five papers of the group selected as special subject.

T.Y.B.A.: Semester V

Subject Type	Code	Title of the paper		Credits	Exam Hrs	Maximum Marks		
						Internal Assessment	University Examination	Total
Core Courses	A501	1. Compulsory English – I		02	03	30	70	100
	One group from the following which is concurrent with Semester III & IV:							
	A) Special Level: English							
	A511	1. English (S3) – I		03	03	30	70	100
	A512	2. English (S4) – I		03	03	30	70	100
	A513	3. English (S5) – I		03	03	30	70	100
	A514	4. English (S6) – I		03	03	30	70	100
	A515	5. English (S7) – I		03	03	30	70	100
Core Courses	**B) Special Level: Economics**							
	A521	1. Economics (S3) – I		03	03	30	70	100
	A522	2. Economics (S4) – I		03	03	30	70	100
	A523	3. Economics (S5) – I		03	03	30	70	100
	A524	4. Economics (S6) – I		03	03	30	70	100
	A525	5. Economics (S7) – I		03	03	30	70	100
	C) Special Level: Marathi							
	A531	1. Marathi (S3) – I		03	03	30	70	100
	A532	2. Marathi (S4) – I		03	03	30	70	100
	A533	3. Marathi (S5) – I		03	03	30	70	100
	A534	4. Marathi (S6) – I		03	03	30	70	100
	A535	5. Marathi (S7) – I		03	03	30	70	100
	D) Special Level: Geography							
	A541	1. Geography (S3) – I		03	03	30	70	100

Subject Type	Code	Title of the paper		Credits	Exam Hrs	Maximum Marks		
						Internal Assessment	University Examination	Total
	A542	2. Geography (S4) – I		03	03	30	70	100
	A543	3. Geography (S5) – I		03	03	30	70	100
	A544	4. Geography (S6) – I		03	03	30	70	100
	A545	5. Geography (S7) – I		03	03	30	70	100
	E) Special Level: Political Science							
	A551	1. Political Science (S3) – I		03	03	30	70	100
	A552	2. Political Science (S4) – I		03	03	30	70	100
	A553	3. Political Science (S5) – I		03	03	30	70	100
	A554	4. Political Science (S6) – I		03	03	30	70	100
	A555	5. Political Science (S7) – I		03	03	30	70	100
	F) Special Level: Sociology							
	A561	1. Sociology (S3) – I		03	03	30	70	100
	A562	2. Sociology (S4) – I		03	03	30	70	100
	A563	3. Sociology (S5) – I		03	03	30	70	100
	A564	4. Sociology (S6) – I		03	03	30	70	100
	A565	5. Sociology (S7) – I		03	03	30	70	100
Ability Enhancement Compulsory Course	AECC51	Soft Skills		02	02	20	30	50

T.Y.B.A.: Semester VI

Subject Type	Code	Title of the paper		Credits	Exam Hrs	Maximum Marks		
						Internal Assessment	University Examination	Total
Core Courses	A601	1. Compulsory English – II		02	03	30	70	100
	One group from the following which is concurrent with Semester III & IV:							
	A) Special Level: English							
	A611	1. English (S3) – II		03	03	30	70	100
	A612	2. English (S4) – II		03	03	30	70	100
	A613	3. English (S5) – II		03	03	30	70	100
	A614	4. English (S6) – II		03	03	30	70	100
	A615	5. English (S7) – II		03	03	30	70	100
	B) Special Level: Economics							
	A621	1. Economics (S3) – II		03	03	30	70	100
	A622	2. Economics (S4) – II		03	03	30	70	100
	A623	3. Economics (S5) – II		03	03	30	70	100

Subject Type	Code	Title of the paper		Credits	Exam Hrs	Maximum Marks		
						Internal Assessment	University Examination	Total
	A624	4. Economics (S6) – II		03	03	30	70	100
	A625	5. Economics (S7) – II		03	03	30	70	100
Core Courses	**C) Special Level: Marathi**							
	A631	1. Marathi (S3) – II		03	03	30	70	100
	A632	2. Marathi (S4) – II		03	03	30	70	100
	A633	3. Marathi (S5) – II		03	03	30	70	100
	A634	4. Marathi (S6) – II		03	03	30	70	100
	A635	5. Marathi (S7) – II		03	03	30	70	100
	D) Special Level: Geography							
	A641	1. Geography (S3) – II		03	03	30	70	100
	A642	2. Geography (S4) – II		03	03	30	70	100
	A643	3. Geography (S5) – II		03	03	30	70	100
	A644	4. Geography (S6) – II		03	03	30	70	100
	A645	5. Geography (S7) – II		03	03	30	70	100
	E) Special Level: Political Science							
	A651	1. Political Science (S3) – II		03	03	30	70	100
	A652	2. Political Science (S4) – II		03	03	30	70	100
	A653	3. Political Science (S5) – II		03	03	30	70	100
	A654	4. Political Science (S6) – II		03	03	30	70	100
	A655	5. Political Science (S7) – II		03	03	30	70	100
	F) Special Level: Sociology							
	A661	1. Sociology (S3) – II		03	03	30	70	100
	A662	2. Sociology (S4) – II		03	03	30	70	100
	A663	3. Sociology (S5) – II		03	03	30	70	100
	A664	4. Sociology (S6) – II		03	03	30	70	100
	A665	5. Sociology (S7) – II		03	03	30	70	100

Note: Skill Enhancement Courses / Ability Enhancement Courses will be provided as Massive Open Online Courses (*MOOCs*)

TOTAL REQUIRED CREDITS:

Semester	Core Course Credits	Elective Course Credits	SEC/AEC Course Credits	Total Credits
Semester - I	02	10	00	14
Semester – II	02	10	02	14
Semester – III	11	06	02	19
Semester – IV	11	06	00	17
Semester – V	17	00	02	19
Semester - VI	17	00	00	17
			Grand Total	**97**

University terms:

The dates for the commencement and conclusion of the First and the Second terms shall be fixed by the University authorities. The terms can be kept by students, who have registered their names with the University.

15. SCHEME OF EXAMINATION:

The Assessment of the students of Bachelor of Arts (B.A.) course in the academic session 2019-20 and thereafter shall be based on

(a) University Examinations (UE)
(b) Internal Assessment (IE)
(c) Choice Based Credit System, and
(d) Semester Grade Point Average (SGPA) and Cumulative Grade Point Average system (CGPA)

a) University Examination (UE):

The university examination will be held at the end of each term of first, second and third year; which shall be called 'University Examination' (UE). For each paper of 100 marks, there will be Internal Assessment (IA) of 30 marks and the UE of 70 marks at the end of each semester. The UE of each subject will be of 70 marks and three hours duration. The 4 credits will be given to a student who secures at least 40% marks allotted to each paper. A candidate who does not pass the examination in any subject or subjects in one semester will be permitted to reappear in such failed subject or subjects along with the papers of following semesters.

b) Internal Assessment (IA):

The Internal Assessment (IA) for each paper will be of 30 marks. It may be in the forms as follows:

a) Home Assignment/Tutorial/Test/Presentation 30 Marks

16. STANDARD OF PASSING:

For all courses, both UE and IA constitute separate heads of passing. In order to pass in such courses and to earn the assigned credits, a student must obtain a minimum grade point of 5.0 (40% marks) at UE and also a minimum grade point of 5.0 (40% marks) at IA.

Even a student fails in IA, he/she shall be declared 'pass' in the course provided he/she obtains a minimum of 25% in IA and GPA for the course is at least 6.0 (50% in aggregate). The GPA for a course will be calculated only if the student passes at the UE.

A student who fails at UE in a course has to reappear only at UE as a backlog candidate and clear the head of passing. Similarly, a student who fails in a course at IA has to reappear only at IA as a backlog candidate and clear the head of passing.

A candidate shall be permitted to proceed further from the First Semester up to Fourth Semester irrespective of his/her failure in any of the Semester examinations subject to the condition that the candidates should register for all the backlog subjects of earlier semesters along with current (subsequent) semester subjects. However, he/she should have cleared all the papers at F.Y.B.A. Semester I & II when he/she admits to T.Y.B.A. Semester V.

The 10-point scale Grades and Grade Points according to the following table.

Range of Marks (Out of 100)	Grade	Grade Point
80 ≤ Marks ≤ 100	O	10
70 ≤ Marks < 80	A+	9
60 ≤ Marks < 70	A	8
55 ≤ Marks < 60	B+	7
50 ≤ Marks < 55	B	6
40 ≤ Marks < 50	C	5
Marks < 40	D	0

The performances at UE and IA will be combined to obtain the Grade Point Average (GPA) for the course. The weights for performance at UE and IA shall respectively be 60% and 40%.

GPA is calculated by adding the UE marks out of 60 and IA marks out of 40. The total marks out of 100 are converted to grade point, which will be the GPA.

17. FORMULA TO CALCULATE GRADE POINTS (GP):

Suppose that '*Max*' is the maximum marks assigned for an examination or evaluation based on which GP will be computed. In order to determine the GP, Set $x = Max / 10$ (since we have adapted 10-point system). Then GP is calculated by the formulas shown as below.

Range of Marks at the evaluation	Formula for the Grade Point
$8x \leq$ Marks $\leq 10x$	10
5.5x ≤ Marks <8x	Truncate (Marks/x) +2
$4x \leq$ Marks $<5.5x$	Truncate (Marks/x) +1

Two kinds of performance indicators, namely, the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a student in all the courses in a particular semester, while the CGPA measures the cumulative performance in all courses since his/her enrolment to the course. The CGPA of learner when he/she completes the programme is the final result of the learner.

The SGPA is calculated by the formula SGPA= $\frac{\sum Ck \times GPk}{\sum Ck}$, where C_k is the credit-value assigned to a course and $GP_k$is the GPA obtained by the student in the course. In the above, the sum is taken over all the courses that the student has undertaken for the study during the semester, including those in which he/she might have failed or those for which he/ she remained absent. The SGPA shall be calculated up to two decimal place accuracy.

The CGPA is calculated by the formula CGPA=$\frac{\sum Ck \times GPk}{\sum Ck}$, where C_k is the credit-value assigned to a course and GP_k is the GPA obtained by the student in the course. In the above, the sum is taken over all the courses that the student has undertaken for the study from the time of his/her enrolment to the course and also the during the semester for which CGPA is calculated, including those in which he/she might have failed or those for which he/she remained absent. The CGPA shall be calculated up to two decimal place accuracy.

The Formula to compute equivalent percentage marks for specified CGPA:

% Marks (CGPA) =	10 × CGPA – 10	if 5.00 ≤ CGPA ≤ 6.00
	5 × CGPA+ 20	if 6.00 ≤ CGPA ≤ 8.00
	10 × CGPA – 20	if 8.00 ≤ CGPA ≤ 9.00
	20 × CGPA – 110	if 9.00 ≤ CGPA ≤ 9.50
	40 × CGPA – 300	if 9.50 ≤ CGPA ≤ 10.00

18. AWARD OF HONOURS:

A student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honours are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
9.50 ≤CGPA≤ 10.00	O	Outstanding	80 ≤ Marks ≤ 100
9.00 ≤CGPA≤ 9.49	A+	Excellent	70 ≤ Marks < 80
8.00 ≤CGPA≤ 8.99	A	Very Good	60 ≤ Marks < 70
7.00 ≤CGPA≤ 7.99	B+	Good	55 ≤ Marks < 60
6.00 ≤CGPA≤ 6.99	B	Average	50 ≤ Marks < 55
5.00 ≤CGPA≤ 5.99	C	Satisfactory	40 ≤ Marks < 50
CGPA Below 5.00	F	Fail	Marks Below 40

19. GRACING:

The gracing shall be done as per existing rules of the University.

20. VERIFICATION AND REVALUATION:

There is provision for verification and revaluation of the result. A student can apply for the verification and revaluation of the result within the two weeks from the declaration of the results with the prescribed fee. The verification and revaluation shall be done as per the existing rules of the University.

21. FORMAT OF THE TRANSCRIPT:

The student will be given a transcript indicating his/her performance at the end of every semester examination. The transcript shall be given as per the following table along with other necessary details:

Course No.	Course Name	No. of Credits	University Examination		Internal Assessment		Grade Point Average	Result
			Grade	Grade Point	Grade	Grade Point		
1								
2								
3								
4								
5								
Total Cumulative Credits Completed			SGPA		CGPA		Equivalent Marks (%)	
Note: GPA is calculated by adding the UE marks out of 70 and IA marks out of 30. The total marks out of 100 are converted to Grade Point, which will be the GPA.								

22. GRADE/CLASS IMPROVEMENT:

The rules regarding the improvement of the Grade/Class of B.A. course will be as per notification of Bharati Vidyapeeth Deemed University which is as follows:

1. The candidate who has passed UG and PG degree examinations of this university with the final grade/class as shown in column no. 1 and who desires to improve the grade/class as shown in column no. 2 below will be permitted at his/her option to appear for the same examination without being required to keep any terms.

Column no. 1	Column no. 2
Final grade: ‘C’ or ‘B’ or ‘B+’ or ‘A’ or ‘A+’ as the case may be	‘B’ or ‘B+’ or ‘A’ or ‘A+’ or ‘O’ as the case may be
OR	OR
Final class: ‘Pass Class’ or ‘Second Class’ or ‘Higher Second Class’ or ‘First Class’ as the case may be	‘Second Class’ or ‘Higher Second Class’ or ‘First Class’ or ‘First Class with Distinction’ as the case may be

2. For improvement of final grade/class, the candidate will be required to apply and allowed to appear only for the theory examinations.
3. A candidate shall have to reappear for minimum 1/3 and/or maximum of all the theory papers at a time, on which the final grade/class is awarded. Candidate should ensure that the examination time table for the subject he is appearing will not clash.
4. Performance of the candidates reappearing for the subject less than 1/3 of the total theory examinations mentioned above will not be considered. However, his/her appearance will be counted as an attempt.
5. If the candidate, who has reappeared for the final year examination under the provisions for his/her final grade/class, is successful in improving his/her final grade/class by such reappearance, he/she will have to surrender to the university the original degree and the grade sheet that he/she had obtained in that course/subject. Unless original degree and the grade sheet are returned to the university by the candidate, the new degree certificate and the grade sheet cannot be issued to the candidate. In the revised degree certificate/ grade sheet to be given to the candidate a mention will be made of the fact that he/she improved his/her grade/class under class improvement attempt.
6. A candidate appearing for the improvement of the final grade/class shall not be entitled to get benefit of any other rules/orders of the university regarding condonation /grace marks.
7. A candidate appearing for the improvement of the final grade/class shall not be entitled to get any prize/medal/scholarship/award etc.
8. A candidate who has reappeared for the above examination/s under the provision fails to improve his/her final grade/class; his/her performance at such reappearance at such reappearance shall be ignored.
9. If the candidate makes no improvement in the final grade/class, then earlier performance will be retained.
10. A candidate will be allowed to reappear for the examination for improvement of the final grade/class within a period of Four years / 8 Semesters from the date of final result of degree examination.
11. The candidate will be given maximum of three attempts for the improvement of his/her final grade/class.
12. The candidate who desires to apply for improvement of the final grade/class should submit his/her application form for improvement of the final grade/class from the College/School of Distance Education, Study Centre through which he/she has undergone the course. Form should be submitted for improvement before 31st August for the Winter examination session and 28th February for Summer examination session. No form for improvement of the final grade/class shall be accepted after the prescribe dates for the respective/corresponding examination season.
13. Revised grade/class sheet will be issued with remark **'Under Improvement Attempt'**.

* * * * *

F. Y. B. A. : (CBCS 2019 Course)

Semester – I

A101 : 1. Compulsory English – I

Credits: 02

Course Content:

Objectives:

a) To encourage and enable the students to read the various types of texts on their own and discuss them among peers.
b) To develop competence among the students for self-learning.
c) To develop their communicative skills and thereby develop their proficiency in English language.
d) To prepare them to function effectively in their future professions.

Prescribed Text: ***Views & Visions: An English Coursebook for Undergraduates*** *by* Orient Black Swan

Prose:

1. Towards Universal Brotherhood — *Rashtrasant Tukdoji Maharaj*
2. Buddha, 'The Enlightened One' — *Max Eastman*
3. How Wealth Accumulates and Men Decay — *George Bernard Shaw*
4. The Romance of a Busy Broker — *O. Henry*
5. Kalpana Chawla — Anonymous

Poetry:

1. Where the Mind is Without Fear — *Rabindranath Tagor*
2. A Psalm of Life — *H.W. Longfellow*
3. Mirror — *Sylvia Plath*
4. Lord Ullin's Daughter — *Thomas Cambell*
5. Curious Mishaps — *Vikram Seth*

Grammar, Usage and Composition:

1. Articles 2. Prepositions 3. Tense
2. Kinds of Sentences 5. Transformation of Sentences

(Note: All the units as covered in the prescribed text.)

* * *

F. Y. B. A. : (CBCS 2019 Course)
Semester – I
A111: 1. English (G1) – I

Total Credits: 02

Course Content:

A. Objectives:

i. To introduce the minor forms of literature,
ii. To develop literary competence of students,
iii. To create an awareness about the formal features of literary texts,

a) The elementary theory of the Poetry and the Short Story

b) Text: Poetry and Minor Forms of Literature ed. by Thorat, Ashok, et.al. (O. U. P.)

Part-I: Poetry

i. The Marriage of True Minds	:	William Shakespeare
ii. The Invocation	:	John Milton
iii. A Red, Red Rose	:	Robert Burns
iv. The Daffodils	:	William Wordsworth
v. To Autumn	:	John Keats
vi. Stopping by Woods on a Snowy Evening	:	Robert Frost
vii. O What is that Sound	:	W.H. Auden
viii. Telephone Conversation	:	Wole Soyinka

Part-II: Short Stories

i. The Greedy Old Woman and the Lime Tree	:	Anonymous
ii. The Golden Touch	:	Nathaniel Hawthorne
iii. The Diamond Necklace	:	Guy de Maupassant
iv. The Doll's House	:	Katherine Mansfield
v. The Eyes Have It	:	Ruskin Bond

C. The books recommended:

1. Prasad, B. *A Background to the Study of English Literature* (Macmillan)
2. Rees, R.J. *English Literature: An Introduction for Foreign Readers* (Macmillan)

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F.Y.B.A.: (CBCS-2019 Course)
Semester-I
A 121: Economics (G1)-I

Total Credits: 02

- **Objectives:**
  The purpose of this course on Indian Economy at the F.Y.B.A. level is to enable students to have an understanding of the various issues/components of the Indian Economy. So that they are able to comprehend and critically appraise current Indian economic problems. The contents of this course have been devised in such a way that they create a good deal o understanding among the students about the major developments in the Indian Economy during the post-independence period.

1. Introduction

1.1 Developed and less developed Economy: meaning and concept

1.2 Indian economy at the time of Independence period

1.2 Characteristics of Indian Economy

1.3 Comparison of Indian Economy with Developed countries.

a)Population b) per capita income c) Human Development Index

d) Agriculture e) Industry f) Service Sector

2. Structure of Indian Economy

2.1 Structure of natural resources- Land, Water, Forest, Fishery and Mineral resources

2.2 Human Resources – Broad demographic feature of population- size and growth of population, Sex ratio of population, rural – urban migration- causes, Density of population, recent population policy

2.3 Infrastructure Development- Energy, transport and communication, importance of infrastructure in economic development

3. National Income

3.1 Measurement of National Income- Meaning and Concept of GDP, NNP

3.2 Trends in National Income and Per Capita Income

3.3 Sectional distribution of National Income

3.4 Difficulties in measuring National Income

Reference Books

- Agtawal A.N. (2006), Indian Economy Problem of Development and Planning.06
- Bhagoliwal T.N.(1999) Economics of Industrial Relations, Sahitya bhavan, Agra
- Dutta R.C. and K.M. Sundharam (2007), Indian Economy, S.Chand & Company Ltd., New Delhi
- Dewett Kewal: Indian Economy C. Chand & Co. Ltd., New Delhi 2005
- Jingan M.L.(2004) The Economics of Development and Planning: Vrinda Publication Ltd., Delhi
- Misra S.K. & V.K.Pure (2007) Indian Economy –Himalaya Publication House, Mumbai
- Momoria C.B. (2005) Agricultural Problems of India, Kitab Mahal Publication
- Lekhi R.K. (2002), Agricultural Economics, Kalyani Publication, Ludhiana
- Uma Kapila (ed) Indian Economy Since Independence. Academic Foundation 2003

F. Y. B. A.: CBCS 2019 Course
Semester – I
A 131: MARATHI (GI) – I

Total Credit: 2

{iddYTo :

1. BaaYaa ho saaMskRxitak eokyaacao saaQana Aaho, ho laXaata Gao{na eKaadyaa saaihtyakRxtaIovdaro saamaaijak va saaMskRxitakx jaaiNavaa inamaa_Na krNao.
2. ivadyaaqyaaM_caI vaaD:mayaIna AiBar}caI ivakxisata krNao.
3. AaQauinak marazI saaihtyaataIla ivaivaQa vaaD:mayapa`kxaraMcaI AaoLKa k r}na GaoNao va AasvaadacaI Xamataa vaaZivaNao

GaTk ivaSlaoYaNa :

lailata gadya / k qaasaMga`h yaapaOkxI ek paustak naomaNyaata Aalaolao paazyapaustak **ASaI manao Asao namaunao** – iSavaajaI saavaMta, kxVainTnaoMTla pa`kxaSana, pauNao

1. **ASaI manao Asao namaunao** yaa paustakxtaIla laoKaaMcao ivaSlaoYaNa
2. inabaMQalaoKana
3. mauid`taSaaoQana

saMdBa- saaihtya

1. marazI k qaa : cacaa_ va icaikxtsaa – saMpaadk DVa. SaOlaoSa i~aBauvana, paayala pa`kxaSana pauNao.
2. saaihtya : AQyaapana AaiNa pa`kxar saMpaadkx – EaI. pau. Baagavata , paaVpyaular pa`kxaSana mauMba[_
3. pa`diXaNaa kxVainTnaoMTla pa`kxaSana, pauNao
4. {payaoaijata marazI – saMpaadkx DaV. koxtakxI maaoDk , saMtaaoYa SaoNa[_, padmagaMQaa pa`kxaSana pauNao.
5. vyaavahairk marazI – DaV. kxlyaaNa kxaLo, DaV. d. id. pauMDo- inaralaI pa`kxaSana pauNao.

F. Y. B. A.
SEMESTER I: CBCS 2019 Course
A 131: GEOGRAPHY (G1) I

Total Credits: 2

OBJECTIVE OF THE COURSE:

1) Introduce the student the basic concepts in Physical Geography
2) To acquaint the student with the utility and application of Physical Geography
3) In different areas and environment.
4) To make the students aware of the need of protection and conservation of different landforms.

Lithosphere

1 Introduction

1.1 Introduction to physical Geography
1.2 Meaning, nature and Scope of physical geography.
1.3 Branches of physical Geography
1.4 Importance of Physical Geography

2 The Earth

2.1 The Earth and its interior
2.2Composition and Structure of the Earth.
2.3Wegener's Continental Drift Theory.
2.4Criticism of the Wegener theory

2 Weathering

2.1Meaning and types of weathering
2.2Factors of weathering
2.3 Mechanical, Chemical and Biological weathering.

4 Agents of Erosion and Deposition

4.1 Landforms created by river erosion and deposition
4.2 Landforms created by Sea Waves
4.3 Landforms created by wind

REFERENCE BOOKS :

1) Physical Geography Doiphode H K KSagar Publication Topic 1-6
2) Morphology and Landscape-H. Robinson
3) The Face of the Earth - Penguins 1980- Dury G.H.
4) Elemetns of Geomprphology – Oxford University Press – Calacutta 2001- Kale V. & Gupta A.
5) Geomorphology - PrayagPustakalaya, Allahabad, 1998- Singh S
6) PrakrutikBhuvidnyan - ArvindBhagwat, Dr. ShrikantKarlekarRaghunath Publication Topic 1-10
7) SugamPrakrutikBhuvidnyan – Shri. Date & Smt. Date
8) PrakrutikBhugol Part- I & II – Ahirrao, Vart, Alizad
9) Physical Geography – Prof S.D. Thorat.

F.Y.B.A. (CBCS 2019 Course)
Semester – I
A 151: POLITICAL SCIENCE (G I) – I

Total Credits: 02

I **Introduction to Political Science**
Political Science : Meaning, definitions
Nature and scope of Political science
Is Political science is science or art?
Political science is science and art both

II **Relation of Political Science with other social sciences**
Sociology, History, Economics, Psychology
Public Administration, Philosophy, Anthropology
Jurisprudence,

III **Theories of Origin of The State**
Theory of Divine Origin: Main Components, Evaluation
Force Theory: Main Components, Evaluation
Historical or Evolutionary Theory: It's Main Components, Evaluation
Social Contract Theories a) Thomas Hobbes b) John Locke c) Rousseau

IV **Sovereignty**
Meaning, Definitions
Types & Characteristics
Austin's Theory of Sovereignty
Pluralist Theory of Sovereignty

BASIC READING LIST

English

1. Johari, J C: Contemporary Political Theory (New Dimensions, Basic Concepts & Major trends), Sterling Publishers Pvt. Ltd. New Delhi-20.
2. Sinha, O. P: Political Theory, Central Law agency, Allahabad-2
3. Mahajan, V. D: Political Theory. S.Chand & Company, New Delhi.
4. Kapoor, A C: Principles of Political Science. S.Chand & Company, New Delhi.
5. Agarwal, R C: Political Theory. S.Chand & Company, New Delhi.
6. Gokhale, B K: Political Science. Himalaya Publishing House, Bombay.
7. Ramswamy, S: Political Theory- Ideas & Concepts, Macmillan, New Delhi.
8. Das: Political theory, New Central Agency, Allahabad.

Marathi

1. Kale, Ashok: Rajakiya Sidhant. Vidya Prakashan, Nagpur.
2. Bhole, B L: Rajakiya Sidhant. Pimplapure & Co. Publishers, Nagpur.
3. Kulkarni, B Y & Naikwade, A: Rajakiya Sidhant, Shree Vidhya Prakashan, Pune.
4. Ghangrekar, C M: Rajashastrachi Multatve: Shreemangesh Prakashan Nagpur.
5. Patil, B B: Political Ideologies. Phadke Prakashan, Kolhapur.
6. Waradkar : Rajakiya Sidhantachi Multatve, Nirali Prakashan, Pune.

F.Y.B.A. (CBCS 2019 Course)
Semester – I
A161 : Sociology (G1) – I

Total Credits: 02

UNIT – I Sociology: Nature, Scope and Significance; Relationship with History, Economics, Political Science, Anthropology and Psychology

UNIT – II Basic Concepts: Society, Community, Association, Social Structure, Status & Role, Norms and Values

UNIT – III Social Groups & Processes: Definition, Nature and types of Groups- Primary Secondary & Reference Group; Processes- Co-operation, Conflict and Accommodation.

UNIT – IV Social Institutions: Marriage, Family, Kinship and Religion; Their Functions and Features

Readings:

1. Ahuja, Ram (2001): Indian Social System, New Delhi: Rawat Publication.
2. Ahuja, Ram (2003): Society in India, New Delhi: Rawat Publication.
3. Bottomore, T.B. (1972): Sociology: A Guide to Problems and Literature, Bombay: George Allen and Unwin (India).
4. Fulcher & Scott (2003: Sociology, New York: Oxford University Press.
5. Giddens, Anthony (2005): Sociology, Polity Press.
6. Harlambos, M. (1998): Sociology: Themes and Perspective, New Delhi: Oxford University Press. Harlambos & Holborn (2000): Sociology, London: Harper-Collins.
7. Inkeles, Alex (1987): What is Sociology? New Delhi: Prentice-Hall of India.
8. Johnson, Harry M. (1995): Sociology: A Systematic Introduction, New Delhi: Allied Publishers.
9. MacIver and Page (1974): Society: An Introductory Analysis, New Delhi: Macmillan & co.
10. P. Gisbert (2010): Fundamental of Sociology, New Delhi: Orient Blackswan.

F. Y. B. A. : (CBCS 2019 Course)

Semester – II

A201 : 1. Compulsory English – II

Total Credits: 02

Course Content:

Objectives:

a) To encourage and enable the students to read the various types of texts on their own and discuss them among peers.
b) To develop competence among the students for self-learning.
c) To develop their communicative skills and thereby develop their proficiency in English language.
d) To prepare them to function effectively in their future professions.

Prescribed Text: ***Views & Visions: An English Coursebook for Undergraduates*** *by* Orient Black Swan

Prose:

1. The Task of Education — *Vinoba Bhave*
2. A Letter by Hazlitt to His Son — *William Hazlitt*
3. The Bet — *Anton Chekov*
4. Curious Mishaps — *Vikram Seth*
5. Refund — *Fritz Karinthy*

Poetry:

1. Polonius to Laertes — *William Shakespeare*
2. No Men are Foreign — *James Kirkup*
3. Stopping by Woods on a Snow Evening — *Robert Frost*
4. The Golden Pitcher — *Acharya Vidyasagar Maharaj*

Grammar, Usage and Composition:

1. Degrees of Comparison
2. One-word Substitution
3. Synonyms and Antonyms
4. Paragraph Writing
5. Reading Comprehension
6. Summarising

(Note: All the units as covered in the prescribed text.)

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F. Y. B. A. : (CBCS 2019 Course)

Semester – II

A211 : 1. English (G1) – II

Total Credits: 02

Course Content:

A. Objectives:

i. To introduce the minor forms of literature,
ii. To develop literary competence of students,
iii. To create an awareness about the formal features of literary texts,

a) The elementary theory of the One-act-play and the Essay

b) Text: Poetry and Minor Forms of Literature ed. by Thorat, Ashok, et.al. (O. U. P.)

Part-III: One-act Plays

i.	The Professor	:	Donn Byrne
ii.	The Dear Departed	:	Stanley Houghton
iii.	The Monkey's Paw	:	W.W. Jacobs

Part-IV: Essays

i.	All About a Dog	:	A.G. Gardiner
ii.	On Forgetting	:	Robert Lynd
iii.	Hobbies and Interests	:	C.T. Philip
iv.	My Financial Career	:	Stephen Leacock

C. The books recommended:

1. Prasad, B. *A Background to the Study of English Literature* (Macmillan)
2. Rees, R.J. *English Literature: An Introduction for Foreign Readers* (Macmillan)

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F.Y.B.A.: (CBCS-2016 Course)
Semester-II
A 221: Economics (G1)-II

Total Credits: 2

Objectives:

- The purpose of this course on Indian Economy at the F.Y.B.A. level is to enable students to have an understanding of the various issues/components of the Indian Economy. So that they are able to comprehend and critically appraise current Indian economic problems. The contents of this course have been devised in such a way that they create a good deal o understanding among the students about the major developments in the Indian Economy during the post-independence period.

1. Agriculture

1.1 Role of agriculture in the Indian Economy
1.2 Causes of low productivity and measure to improve it
1.3 Green and White Revolution
1.4 Agriculture marketing- difficulties and remedies
1.5 Sources of agricultural finance
1.6 Livestock and Animal husbandry in India
1.7 Suicide of farmers-causes and remedies

2. Industry

2.1 Role of industrialization in the Indian Economy
2.2 Industrial policy since 1991
2.3 Sources of industrial finance-IDBI, IFCI and SFCs
2.4 Importance, Problems of small-scale and large-scale industries
2.5 MNC's- meaning and features
2.6 Industrial Disputes- Causes and settlement of industrial disputes
2.7 Industrial Relations-Collective bargaining in India
2.8 Industrial sickness

3. Foreign Trade

3.1 Role of foreign trade
3.2 Composition and direction of India's foreign trade
3.3 Recent EXIM Policy-Objectives and strategy
3.4 Instruments of export promotions
3.5 Foreign direct investment
3.6 Problems of India's international debt

Reference Books

- Agtawal A.N. (2006), Indian Economy Problem of Development and Planning.06.
- Bhagoliwal T.N.(1999) Economics of Industrial Relations, Sahitya bhavan, Agra.
- Dutta R.C. and K.M. Sundharam (2007), Indian Economy, S.Chand & Company Ltd., New Delhi.
- Dewett Kewal: Indian Economy C. Chand & Co. Ltd., New Delhi 2005.
- Jingan M.L.(2004) The Economics of Development and Planning: Vrinda Publication Ltd., Delhi.
- Misra S.K. & V.K.Pure (2007) Indian Economy –Himalaya Publication House, Mumbai.
- Momoria C.B. (2005) Agricultural Problems of India, Kitab Mahal Publication.
- Lekhi R.K. (2002), Agricultural Economics, Kalyani Publication, Ludhiana.
- Uma Kapila (ed) Indian Economy Since Independence. Academic Foundation 2003

F.Y.B.A.: CBCS 2019 Course

Semester - II

A 231: MARATHI (G1) - II

Total Credit : - 02

{i_oYTo :

1. BaaYaa ho saaMskRxitakx eo@yaacao saaQana Aaho, ho laXaata Gao{]na eKaaVa saaihtyakRxtaIWaro saamaaijakx va saaMskRxitakx jaaiNavaa inamaa-Na kxrNao.
2. ivaVaqyaa-McaI vaaÈ,ma\yaIna AiBar}caI ivakxisata kxrNao.
3. AaQauinakx marazI saaihtyaataIla ivaivaQa vaaÈ,ma\yapa`kxaraMcaI AaoLKa kxr}na GaoNao va Aasvaadaca I Xamataa vaaZivaNao.

GaTk ivaElaoYaNa:

1. kxivataa : saOwaMitakx cacaa-
2. inavaDk naarayaNa sauvao- saMpaadk kuxsaumaaga`ja, laaokxvaaÈ,ma\ya gaRh, mauMba[-.
3. vaRttaaMta laoKana AaiNa maulaaKata
4. smariNakxa saMpaadna AaiNa ga`MqapairXaNa.

saMdBa- - saaihtya :

1. AaQauinakx marazI kxivataa : ekx dRiYTkxaona - Da^. naaganaaqa kxaotaapallao, pa`itaBaasa pa`kxaSana, parBaNaI.
2. marazI kxivataa - 1945 tao 1965 - ra. Ea`I. jaaoga, mauMba[- marazI saaihtya saMGa, mauMba[-.
3. saaihtyaacao maanadMD - gaMgaaQar gaaDgaIL, paa^pyaular pa`kxaSana, mauMba[-.
4. kxivataa AaiNa pa`itamaa - sauQaIr rsaaL, maaOja pa`kxaSana, mauMba[-.
5. marazI kxivataa -jaunaI AaiNa navaI - vaa. la. kuxlakxNaI- paa^pyaular pa`kxaSana, mauMba[-.
6. AaQauinakx marazI kxivaiya~aIMcaI kxivataa - pa`a. ra. ga. jaaQava, pa`itamaa pa`kxaSana, pauNao.

7. {payaaoijata - marazxI - saMpaa. Da^. koxtakxI maaoDk, saMtaaoYa SaoNa[-, paÔgaMQaa pa`kxaSana, pauNao.

F. Y. B. A.
SEMESTER II: CBCS 2019 Course
A231: GEOGRAPHY (G1) II

Total Credits: 2

Objective of The Course:

To introduce the student the basic concepts in Physical Geography.

2 To acquaint the student with the utility and application of Physical Geography

3 In different areas and environment.

4 To make the students aware of the need of protection and conservation of different landforms.

Oceanography

1. **Atmosphere**

   1.1 Composition
   1.2 Structure

2. **Insulation and Temperature**

   2.1 Heat budget of the earth
   2.2 Horizontal distribution of temperature
   2.3 Monsoon Winds and associated Weather
   2.4 Inversion of temperature

3. **Atmospheric Pressure and wind**

   3.1 Formation of Pressure Belts and their relation with winds
   3.2 Seasonal variation in pressure belts and Global winds
   3.3 Monsoon Winds and associated Weather

4. **Atmospheric Moisture And Precipitation**

   4.1 Humidity and its type
   4.2 Forms of condensation and Precipitation

5. **Properties and Movements of Ocean Water.**

   5.1 Factors affecting the temperature of ocean water
   5.2 Factors affecting salinity and density of Oceanwater
   5.3 Causes and effects of Ocean currents

REFERENCE BOOKS:

1. General Climatology - H. J. Critchfield
2. Atmosphere, Wather& Climate – Routledge 1998 – Barry R.G.& Mather J.R.
3. Climatology-McGraw - Hill, New York 1974 – Mather J.R.
4. Foundation of Climatology – Surjeet Publications, Delhi 1982 Stringer E.T.
5. General oceanography – An introduction, John Wiley & Sons,
6. PrakrutikBhuvidnyan - ArvindBhagwat, Dr. ShrikantKarlekar
7. SugamPrakrutikBhuvidnyan – Shri. Date & Smt. Date
8. PrakrutikBhugol Part- I & II – Ahirrao, Vart, Alizad
9. Physical Geography – Prof S.D. Thorat.

F.Y.B.A. (CBCS 2019 Course)
Semester – II
A 251: POLITICAL SCIENCE (G I) – II

Total Credits: 02

I **Introduction to Political Theory**
Meaning, Definitions
Normative & Empirical approaches to study political theory
Significance of Political theory

II **Liberty**
Meaning, Definitions & Nature
Meaning & Nature of Positive & Negative liberty
Kinds of Liberty-
1. Natural 2. Civil 3. Individual 4. Political 5. Economic
6. Social 7. Moral 8. National 9. Legal
10. Cultural
Safeguards of Liberty

III **Equality**
Meaning, Definitions & Nature
Conditions Necessary to Equality
Kinds of Equality-
1. Civil 2. Social 3. Political 4. Economic
5. Legal 6. Cultural 7. Natural 8. International
Relationship between equality & Liberty

IV **Theories of Nature of State**
Idealist theory of State
Liberal theory of State
Marxist theory of State
Their Basic Principles, Evaluation

BASIC READING LIST

English

1. Sinha, O. P: Political Theory, Central Law agency, Allahabad-2
2. Mahajan, V. D: Political Theory (Principles of Political Science). S.Chand & Company, New Delhi.
3. Kapoor, A C: Principles of Political Science. S.Chand & Company, New Delhi.
4. Agarwal, R C: Political Theory (Principles of Political Science). S.Chand & Company, New Delhi.
5. Gokhale, B K: Political Science (Theory & Govt. Machinery). Himalaya Publishing House, Bombay.

Marathi

1. Kale, Ashok: Rajakiya Sidhant. Vidya Prakashan, Nagpur.
2. Bhole, B L: Rajakiya Sidhant. Pimplapure & Co. Publishers, Nagpur.
3. Kulkarni, B Y & Naikwade, A: Rajakiya Sidhant, Shree Vidhya Prakashan, Pune.
4. Ghangrekar, C M: Rajashastrachi Multatve: Shreemangesh Prakashan Nagpur.
5. Patil, B B: Political Ideologies. Phadke Prakashan, Kolhapur.
6. Waradkar : Rajakiya Sidhantachi Multatve, Nirali Prakashan, Pune.

F.Y.B.A. (CBCS 2019 Course)
Semester – II
A161 : Sociology (G1) – II

Total Credits: 02

UNIT – I Societies: Types and Characteristics- Tribal, Rural, Urban, Industrial and Post-Industrial.

UNIT – II Culture: Definition and Nature; Types- Material and Non- Material. Socialization: Its importance, Process and Stages. Social Control: Its Types and Means.

UNIT – III Processes of Social Change: Characteristic Features of Industrialization, Modernization, Globalization and Secularization

UNIT – IV Social Stratification: Concept and Bases; Forms- Caste, Class, Power & Gender

Readings:

1. Bottomore, T.B. (1972): Sociology: A Guide to Problems and Literature, Bombay: George Allen and Unwin (India).
2. Fulcher & Scott (2003: Sociology, New York: Oxford University Press.
3. Giddens, Anthony (2005): Sociology, Polity Press.
4. Gordon Marshall (1998): Oxford Dictionary of Sociology, New York: Oxford University Press.
5. Harlambos, M. (1998): Sociology: Themes and Perspective, New Delhi: Oxford University Press. Harlambos & Holborn (2000): Sociology, London: Harper-Collins.
6. Inkeles, Alex (1987): What is Sociology? New Delhi: Prentice-Hall of India.
7. Johnson, Harry M. (1995): Sociology: A Systematic Introduction, New Delhi: Allied Publishers.
8. Tumin, M.M. (1994): Social Stratification: The Forms and Functions of Inequality, New Delhi: PHI, Maciver&Page(1974): Society: An introductory Analysis, New Delhi: Macmillan & co.
9. Mandelbaum, D.G. (1972): Society in India, Bombay: Popular Prakashan.
10. Smelser, Neil J. (1993): Sociology, Prentice Hall of India-Pvt. Ltd.
11. Singh Y. 91983): Modernisation of Indian Tradition. Jaipur, Rawat Publications.
12. Sharma K.L.(1986): Essays in Social Stratification, Jaipur, Rawat Publications.

F.Y.B.A. (CBCS 2019 Course)

Semester – II

SEC-21 Basics of Information Technology

Total Credit: 02

Objectives:

1. To introduce the fundamental concepts of computer
2. To understand principles of IT
3. To learn database and networking concepts.
4. To enhance the learning skills

1. Basics Of Computer

1.1 Introduction to computer
1.2 Computer system, Hardware, Software
1.3 Computer Memory
1.4 Input & output device
1.5 Data Represtation

2. User – Computer Interface

2.1 Interaction of user and computer
2.2Operating System
2.3Internet & Internet service

3. Application and security

3.1 Information System
3.2 Fundamentals of database
3.3 Multimedia
3.4 Computer Security

4. Introduction to MS OFFICE

4.1 Ms-Word
4.2 Ms-Excel
4.3 Ms-powerpoint
4.4 Ms-Access

5 Data Communication & Computer Network

5.1 Introduction to computer network
5.2 Network types
5.3 LAN.WAN.MAN,
5.4 Topologies and Types Of Topologies

Reference Books

1. Computer Fundamental by Anita Goel by pearson publications
2. Computer Fundamentals by P.K Sinha
3. Computer Fundamentals Milind Oak

SDE
Syllabus C.B.C.S. 2019
Course
S.Y.BA. Sem. III and Sem IV

Environmental Studies Course Examination (S.Y.B.A.)

As per the order of Hon'ble Supreme Court of India, the course 'Environmental Studies' is compulsory for every undergraduate student. The college is implementing this module course in Environment Studies in the second year of all degree courses. The examination will be conducted at the end of Semester IV and will carry 50 marks. These marks will be converted into the grade accordingly. This grade will be mentioned in the degree grade sheet. If any student fails in this course, the result of his/her degree course will be withheld by the university.

SDE

S.Y.B.A. SEMESTER - III (CBCS 2019 Course)

A-301: Compulsory English – I

Credits: 02

A. Objectives:

i. To encourage and enable the students to read the various types of texts on their own and discuss them among peers.
ii. To develop competence among the students for self-learning.
iii. To develop their communicative skills and thereby develop their proficiency in English language.
iv. To prepare them to function effectively in their future professions.

B. Course content:

a. Texts - *Pleasant Short Stories* by Oxford University Press

1. Old Man at the Bridge - Earnest Hemingway
2. Mebel - W. Somerset Maugham
3. Too Dear - Leo Tolstoy
4. The Open Window - H.H. Munro ('Saki')
5. The Bet - Anton Chekhov
6. The Necklace - Guy de Maupassant

b. Dialogue Writing:

1. Asking, Giving & Refusing Permission
2. Inviting
3. Asking for Information
4. Suggesting

c. English Grammar:

1. Prepositions
2. Conjunctions

C. The books recommended:

1. Chettur G. K.: *English Grammar, Composition and Essay.*
2. M.L. Tickoo: *A Remedial Grammar, Usage and Grammar* (Orient Longman, 1976)
3. Thomson A. J. & Martinet A.V.: *Practical English Grammar* (OUP, 1986).
4. Tickoo C. & Shashikumar J.: *Writing With Purpose* (Oxford University Press, 1979).

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SDE

S.Y.B.A. SEMESTER - III (CBCS 2019 Course)

A-311: English G2 – I (Introduction to the Study of Language – I)

Credits: 03

A. Objectives:

i. To familiarize the students with nature, characteristics and phonetics of language
ii. To expose the students to the elementary aspects of morphology and its processes.
iii. To make the students aware of word-classes, their identification and use.

B. Course content:

a) Language:

i. Definition of language, ii. Characteristics of language,

iii. Human and animal communication, iv. Speech and writing.

b) Phonology:

i. Speech mechanism (the organs of speech), ii. The description of speech sounds,

iii. Phonemes and allophones iv. Word accent,

c) Phonemic transcription:

i. Transcription of words,

iii. Sentence accent and weak forms

iii. Transcription short sentences,

C. The books recommended:

1. Balsubramaniyam, T., *A Textbook of English Phonetics for Indian Students*.
2. Christopher & Sandved, *An Advanced English Grammar*.
3. Despande L.S.,et. Al., *An Introduction to the Phonology of English and Spoken English*, Abhay Prakashan, Nanded.
4. Dwight, Bolinger, *Aspects of Language*, Harcourt Brace.
5. Hornby, A.S., *Oxford Advanced Learner's Dictionary*.
6. Langacker, R.W., *Language and Its Structure*, Harcourt Brace.
7. Leech, Geoffrey, et. al., *English Grammar for Today*, Macmillan.
8. O'Connor, J.D., *Better English Pronunciation*, E.L.B.S.
9. Quirk, Randolph & Sidney Greenbaum, *A University Grammar of English*, E.L.B.S.
10. Verma, S.K. & N. Krishnaswamy, *Modern Linguistics: An Introduction*, O.U.P., New Delhi.

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SDE

S.Y.B.A. SEMESTER - III (CBCS 2019 Course)

A-312: English S1 – I (Indian English literature – I)

Credits: 03

A. Objectives:

i. To acquaint and familiarize the students with the terminology in Indian English Literature.
ii. To encourage students to make a detailed study of few masterpieces of Indian English Literature.
iii. To develop among students the ability to read and appreciate as well as critically analyze and evaluate Indian English Literature independently.
iv. To enhance students' awareness in the aesthetics of Indian English Literature.

B. Course Content

1. Brief History of Indian English Novel

2. Development of Indian English Ficiton

ii) Text prescribed:Rama Mehta, *Inside the Haveli*

3. The following short stories from *Modern Indian Short Stories* ed. by Cowasjee, Saros and Shiv K. Kumar (O.U.P.) are prescribed for study:

i)	Old Bapu	:	Mulk Raj Anand
ii)	Bachcha Lieutenant	:	Manohar Malgaonkar
iii)	Sparrows	:	Khwaja Ahmad Abbas
iv)	Karma	:	Khushwant Singh
v)	The Night Train at Deoli	:	Ruskin Bond

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SDE

S.Y.B.A. SEMESTER - III (CBCS 2019 Course)

A-313: English S2 – I (Understanding Poetry – I)

Credits: 03

A. Objectives:

i. To acquaint and familiarize the students with the terminology in POETRY Criticism.
ii. To encourage students to make a detailed study of few masterpieces of English Poetry.
iii. To develop among students the ability to read and appreciate as well as critically analyze and evaluate Poems independently.
iv. To enhance students' awareness in the aesthetics of Poetry.

B. Course Content

a) Poetry as a Form:

1. Meaning, elements and types of 'Poetry'
2. Movements:
   a) Metaphysical Poetry
   b) Neoclassical Poetry and
   c) Romantic Poetry

b) Prescribed Text: Only following poems from *Poetry Down the Ages* (Orient Longman)

John Donne	: 1. A Valediction: Forbidding Mourning
	: 2. A Hymn to God the Father
Andrew Marvell	: 3. To his Coy Mistress
Alexander Pope	: 4. From *An Essay on Man* (From *Epistle II*)
William Wordsworth	: 5. Lucy Gray
	: 6. The World is Too Much with Us
John Keats	: 7. Ode to Autumn
	: 8. Ode to a Nightingale
P. B. Shelley	: 9. Ode to the West Wind
S. T. Coleridge	: 10. Kubla Khan

C. The books recommended:

1. Barber, Charles, *Poetry in English: An Introduction.*
2. Brooks, Cleanth and Robert Penn Warren – *Understanding Poetry*
3. Mayhead, Robin *Understanding Literature* (Blackie and Sons)
4. Murphy, M. J. *Understanding Unseen*
5. Rees, R. J. *An Introduction of English Literature to Foreign Learners*
6. Wainwright, Jeffrey (2004), *Poetry : The Basics* (Routeledge)
7. Hudson, W. H. *Introduction to the Study of English Literature*
8. Kennedy *Literature : An Introduction to Fiction*, Poetry and Drama (Longman)
9. Lennard *The Poetry Handbook: Guide Reading Poetry for Pleasure and Criticism* (OUP)
10. Scholes, et.al. ed. *Elements of Literature, Fourth Edition*. OUP.

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SDE
S.Y.B.A. (CBCS 2019 Course)
Semester-III
A321: Economics (G2) – I : BANKING AND PUBLIC FINANCE - I

Credits: 03

Objectives: The objective of this course is to create clear understanding among the students about the operations of banking and their interaction with the rest of the economy. Such understanding is essential to realize how monetary forces operate through a multitude of channels- market, non-market institutions and among others, the State. The Course also provides the theoretical understanding of different State activities through the budgetary mechanism. This paper on 'Banking and Public Finance' is an optimal integration of monetary theory, banking institutions and government which combines itself a systematic discussion of the theory, institution and policy with special reference to India.

Unit-I Introduction:

1.1 Origin of the word 'Bank'
1.2 Meaning and definition of bank
1.3 Evolution of banking in India
1.4 Role of banking in economic development
1.5 Functions of Commercial Banks- Primary and Secondary

Unit-II Operation and Types of Account:

2.1 Opening and operation of Deposit Account.
2.2 Closure and Transfer of Account.
2.3 Types of Account Holders – Individual & Institutional
2.4 Components of Balance Sheet of Commercial Banks.
2.5 Method of Remittance.

Unit-III Central Banking:

3.1 Functions of a Central Bank.
3.2 Quantitative and Qualitative methods of credit control.
3.3 Role of Reserve Bank in economic development.
3.4 Objectives and Limitations of Monetary Policy.
3.5 Money Measures- M1, M2, M3.

Unit-IV New Technology in banking:

4.1 E-Banking –Need and Importance.
4.2 Meaning, Concept, Merits and operation of Automated Teller Machine-ATM.
4.3 Credit Card, Debit Card. Tele Banking and Mobile Banking.
4.4 Net Banking and Core Banking.
4.5 RTGS

Recommended Books

- Day, A.C.L. (1990), Outline of Monetary Economics, Oxford University Press, Oxford.
- De Koke, M.H. (1995), Central Banking, Staples Press, London.
- Dr. Rita Swami (2001), Fundamentals of Banking, Sheth Publication, Budhwar Peth, Pune
- Dr. Mukund Mahajan(1998), Banking and Finance, Nirali Prakashan, Pune.
- Datir R.K.(2011), *Bhartatil Bank Vayvasay Aani Sahakar*, Nirali Prakashan, Pune.
- Rajesh R.(2009), Banking Theory-Law & Practice, The McGraw Hill Companies, New Delhi.
- Datir, Lomate, Ushir (2012), *Bank Vayvasaychi Multatve*, Nirali Prakashan, Pune.
- R.S. Sayeb (2000), Modern Banking, Oxford Clarnder Press, London.
- Reserve Bank of India, Report on Trend and Progress of Banking in India.
- Reserve Bank of India, Report on Currency and Finance (Annual).

SDE
S.Y.B.A. (CBCS 2019 Course)
Semester-III
A322: Economics (S1) – I : MICRO ECONOMICS - I

Credits: 03

Objectives: As a foundation course, in this paper, student is expected to understand the behaviour of an economic agent, namely, a consumer, a producer, a factor owner and the price fluctuation in a market. The chapter incorporated in this paper deal with the nature and scope of economics, the theory of consumer behavior, analysis of production function and equilibrium of a producer, the price formation in different markets structures and the equilibrium of a firm and industry. In addition, the principles of factor pricing and commodity pricing as also the problems of investment and welfare economics have been included.

Unit-I Introduction

1.1 Micro Economics- Meaning, Nature, Scope, Importance and limitations
1.2 Methodology in Economics- Static and Dynamic
1.3 Distinction between micro and macro
1.4 Basic Economic Problems

Unit-II Demand Analysis

2.1 Utility- Meaning, Concept & Assumptions
2.2 Cardinal Utility- Law of Diminishing Marginal Utility
2.3 Meaning, Concept and Determinants of Demand
2.4 Law of Demand and Exception to it
2.5 Elasticity of demand- a) Price b) Income c) Cross
2.6 Ordinal Utility- Indifference Curve- Concept & Properties.

Unit-III Supply Analysis

3.1 Supply- Meaning, Concept
3.2 Determinates of Supply
3.3 Law of Supply
3.4 Elasticity of Supply

Unit-IV Production and Analysis

4.1 Production Function.
4.2 The Law of Variable Proportions.
4.3 Law of Returns to scale.
4.4 Revenue Concept- Total, Average & Marginal Revenue
4.5 Cost Concept- Fixed, Variable, Opportunity, Average, Marginal and Total Cost.

Recommended Books

- Ahuja H.L.(1995), Advanced Economic Theory, Chand and Co., New Delhi.
- Bach G.L. (1977), Economics, Prentice Hall of India, New Delhi.
- Chamberlin Edward(2002), The Theory of Monopolistic Competition, Oxford Clarnder Press, London.
- Dwivedi D.N.(2000), Micro Economic Theroy, Kalyani Publishers, Ludhiyana.
- Dr. Agrawal H.S. (1998), Principles of Economics, Minali Publication, Surat
- Patil J.F. and Tamhankar P.J. (2003) Micro Economics, Kolhapur.
- Jhingan M.L., Advance Economic Theory, Vrinda Publication (P) Ltd., Delhi.
- Mithani D.M., Micro Economics, Vora & Co., Publication, Mumbai.
- G.S. Maddala and Ellen, Micro Economics Theory and Application, Tata, McGraw Hill.
- Ray N.C.(1975), an Introduction to Microeconomics, Macmillan Company of India Ltd., Delhi.
- Hicks J.R., Trade Cycles, Oxford, Clarendor Press.
- H G.L.Hamberg D Business Cycles, Macmillan Co., New York.
- Mithani D.M. (1998), Macro Economics Analysis and Policy, Oxford & IBH New Delhi.
- Mansfield E. (1997), Microeconomics (9th Edition), W.W. Norton and Company, New York.

SDE
S.Y.B.A. (CBCS 2019 Course)
Semester-III
A323: Economics (S2) – I : MACRO ECONOMICS - I

Credits: 03

Objectives: The purpose of teaching this paper is to introduce the basic, primary and analytically important concepts in the working of the economy to the learners. It attempts to enable the students to apply various concepts in the process of policy making, planning of measures to ensure and achieve the fundamental objectives of macroeconomic policy.

Unit-I Introduction:
1.1 Macro Economics- Meaning, Nature and Scope.
1.2 Importance and limitations of Macro Economics
1.3 Macro Economic Policy and its objectives

Unit-II National Income:
2.1 Meaning and Definitions.
2.2 Different concept of National Income: GNP, GDP, NNP, Per Capita Income, Disposable Income
2.3 Methods of Measuring National Income: Production, Income and Expenditure
2.4 Importance of National Income Data
2.5 Difficulties in the measurement of National Income

Unit-III Theory of Employment
3.1 Say's Law of market
3.2 Classical Theory of Employment
3.3 Criticism by Keynes on Classical Theory
3.4 Keynesian Theory of Employment

Unit-IV Consumption and Investment
4.1 Meaning of Consumption Function
4.2 Average and Marginal Propensity to Consume
4.3 Psychological Law of Consumption
4.4 Factors influencing Consumption Function
4.5 Investment: Meaning and Types
4.6 Investment Multiplier and Acceleration- Concept

Recommended Books

- Ahuja H.L.(2002), Advanced Economic Theory and Policy, Chand and Co., New Delhi.
- Bach G.L. (1977), Economics, Prentice Hall of India, New Delhi.
- Chamberlin Edward (2002), The Theory of Trade Cycle, Oxford Clarnder Press, London.
- D' souza Errol (2008), Macro Economic: Person Publication, New Delhi.
- Dr. Gupta S.B. (1998), Monetary Economics, Chand and Co., New Delhi.
- Patil J.F. and Tamhankar P.J. (2003) Macro Economics, Kolhapur.
- Jhingan M.L., Advance Economic Theory, Vrinda Publication (P) Ltd., Delhi.
- Vaish M.C. (2002), Macro Economics Theory, Vikas Publication, New Delhi.
- Shapiro E (1996), Macro Economic Analysis Galgotia Publication, New Delhi.
- Hicks J.R., Trade Cycles, Oxford, Clarendor Press.
- H G.L.Hamberg D Business Cycles, Macmillan Co., New York.
- Mithani D.M. (1998), Macro Economics Analysis and Policy, Oxford & IBH New Delhi.

Credits: 03

S.Y.B.A. (CBCS 2018 Course)

Semester-III

A 331: MARATHI (G2) - I

उद्दिष्टे :

१. विद्यार्थ्यांमध्ये मराठी साहित्याविषयीची रुची निर्माण करणे.

२. वाङ्मयीन कलाकृतीचा आस्वाद घेण्याची क्षमता विकसित करणे.

३. साहित्यास्वादातून जीवनाविषयीची सखोल जाणीव निर्माण करणे.

Total Credit :- 03

घटक-विश्लेषण :

१. आधुनिक मराठी वाङ्मयेतिहासातील ठळक टप्पे.

२. **तराळ-अंतराळ** (आत्मचरित्र), शंकरराव खरात, कौन्टिनेन्टल प्रकाशन, पुणे.

- २.१ विविध वाङ्मयप्रकारांची ओळख.
- २.२. आत्मचरित्र : सीमारेषेवरील वाङ्मयप्रकार
- २.३ दलित आत्मकथनांचे स्वरूप व विशेष
- २.४ तराळ-अंतराळची वैशिष्ट्ये
- २.५ तराळ-अंतराळ मधील विद्रोहाचे स्वरूप
- २.६ शंकरराव खरात यांचे व्यक्तित्व व शैली
- २.७ तराळ-अंतराळ शीर्षकाची समर्पकता

३. **वडीलधारी माणसे** - (व्यक्तिचित्रसंग्रह) शांता ज. शेळके, सुरेशएजन्सी, पुणे.

- ३.१ व्यक्तिचित्रे वाङ्मय प्रकार - तात्विक विवेचन
- ३.२ व्यक्तिचित्रे या वाङ्मयप्रकाराचे स्वरूप, प्रेरणा
- ३.३ वडीलधारी माणसे या पुस्तकातील लेखांचे विश्लेषण

संदर्भ साहित्य

१) दलित साहित्य : वेदना आणि विद्रोह - डॉ. भालचंद्र फडके, श्री विद्या प्रकाशन, पुणे

२) सहा दलित आत्मकथने : एक चिंतन - डॉ. वासुदेव मुलाटे, कैलास पब्लिकेशन्स, औरंगाबाद

३) दलित साहित्य : दिशा आणि दिशांतर - दत्ता भगत, अभय प्रकाशन, नांदेड

४) दलित वाङ्मय : प्रेरणा आणि प्रवृत्ती - शंकरराव खरात, इनामदार प्रकाशन, पुणे

५) लघुनिबंध ते मुक्त गद्य - वि. शं. चौगुले, मॅजेस्टिक प्रकाशन, मुंबई

६) साहित्य : अध्यापन आणि प्रकार - संपादक, श्री. पु. भागवत, पॉप्युलर प्रकाशन, मुंबई

७) चरित्र - आत्मचरित्र- अ.म.जोशी, स्नेहवर्धन प्रकाशन, पुणे

८) दलित साहित्य - डॉ.नीला पांढरे, स्नेहवर्धन प्रकाशन, पुणे

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Credits: 03

S.Y.B.A.(CBCS 2018 Course)

Semester-III

A 332: MARATHI (S1) - I

उद्दिष्टे :

१. मध्ययुगीन कालखंडातील मराठी वाङ्मयाचे स्वरूप, प्रेरणा आणि परंपरांचा परिचय घडविणे.

२. संतसाहित्याची वैशिष्ट्ये अधोरेखित करणे.

३. मध्ययुगीन कालखंडातील साहित्यकृतींच्या आधारे साहित्य, समाज आणि संस्कृती यांमधील संबंध समजावून घेणे.

घटक-विश्लेषण :

१. **ज्ञानेश्वरी** - १२ वा अध्याय

२. **भाऊसाहेबांची बखर**

संदर्भ-साहित्य

१. महाराष्ट्र सारस्वत – वि. ल. भावे, शं. गो. तुळपुळे

२. मराठी वाङ्मयाचा इतिहास खंड १ – ल. रा. पांगारकर

३. मराठी वाङ्मयाचा इतिहास खंड २ – भाग १ – महाराष्ट्र साहित्य परिषद, पुणे

४. प्राचीन मराठी गद्य – प्रेरणा आणि परंपरा – डॉ. श्री. रं. कुलकर्णी

५. मराठी बखर – प्रा. र. वि. हेरवाडकर

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Credits: 03

S.Y.B.A. (CBCS 2018 Course)

Semester-III

A 333: MARATHI (S2) - I

उद्दिष्टे –

१. मराठी वाङ्मयाच्या प्रेरणा व परंपरांचा परिचय करून घेणे.

२. आधुनिक मराठी वाङ्मयाच्या वाटचालीचे दर्शन घडविणे.

३. आधुनिक मराठीतील प्रमुख लेखक व साहित्यकृतींच्या आधारे साहित्य, समाज आणि संस्कृती यांच्यातील परस्परसंबंध स्पष्ट करणे.

घटक–विश्लेषण :

१. इ.स. १८१८ ते १८८५ या कालखंडातील साहित्य

२. इ.स. १८८५ ते १९२० या कालखंडातील साहित्य

संदर्भ – साहित्य

१. मराठी वाङ्मयाचा इतिहास – संपादक : रा. श्री. जोग, महाराष्ट्र साहित्य परिषद, पुणे (खंड ४, खंड ५ – भाग १ व २, खंड ६ – भाग २)

२. आधुनिक मराठी वाङ्मयाचा इतिहास – अ. ना. देशपांडे, व्हीनस प्रकाशन, पुणे.

३. प्रदक्षिणा – कॉन्टिनेंटल प्रकाशन, पुणे.

४. साहित्य व सामाजिक संदर्भ – रा. ग. जाधव, कॉन्टिनेंटल प्रकाशन, पुणे.

५. मराठी वाङ्मयाचा अभिनव इतिहास – काही लेखक, काही साहित्यकृती, संपादक – डॉ. गं. ना. जोगळेकर, स्नेहवर्धन पब्लिशिंग हाऊस, पुणे.

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S.Y.B.A.
Semester – III (CBCS) 2019 Course
A341 - Geography (G2) - I
Human Geography – I

Credits: 03

Objectives :

1. To acquaint the students with the basic concepts of Human Geography.
2. To introduce to the students the evolution of Human races, cultures and the factors affecting human survival.
3. To familiarize the students with human life in general and the significance of physical environment in the development of human societies.
4. To acquatint the students with population growth and its distribution in the world.
5. To make them aware of the factors affecting human migration and also the population policies of some selected nations.

Course content:

Sr. No.	Topic	Sub-topic	Learning Points
1.	Introduction	Nature and scope	a) Meaning and definition b) Nature and scope of Human Geography c) Human Geography and its relation with d) other social sciences
2.	Human Races	A. Evolution of man B. Race C. Grifith Taylors Theory	a) Stages and process of human evolution b) Definition the basis of classification and causes of racial differences c) Grifith Taylor's Theory of Human Race
3.	Human Culture	A. Language and culture	a) Major language families in the world and their distribution b) Language and national integration

		B. Religion and culture	a) Fundamentalizm and Threath to National Integration in India b) Religion and role of secularism National Integration
4.	Human life and its adaptation to changing environment	A. Human life in hot regions B. Human life in cold regions C. Human life in mountainous region D. Human life in coastal regions	a) Regions and their climate, characteristics of climate, physiography, plant and animal life b) Human activities and recent changes in human life
5.	Tribes in India	A. Bhill B. Gond C. Naga	a) Tribes and their distribution b) Their physical environment, economic actives and social life

Reference Books:

1. Robinson H. (1976), IInd Ed., 'Human Geography', MacDonald and Evans. Plymouth.
2. Perpillou A.V., (1986) IInd Ed., 'Human Geography', Longman, London.
3. Money D.C., (1970), 'Human Geography', University Tutorial Press Ltd.
4. R.C.Chandana, (1998), IIIrd Ed., 'Geography of Population, Concepts, Determinants and Patterns', Kalyani Pub., Ludhiana.
5. Clarke, John I. (1972), 'Population Geography', Pergamon Press, Oxford.
6. Beaujeu – Garnier (1976), 'Geography of Population', Longman, London.
7. *Dr.T.N.Gholap, 1992, 'Loksankya Bhugol', Nishikant Prakashan, Pune.*
8. *Dr.Pravin Saptarshi & Dr.Uttamrao Jagadale (2005) : "Manavi Bhugol", Daimand Publication, Pune.*
9. *Dr.Vithalrao Gharpure (2005) : "Manavi Bhugol", Pimplapure & Co., Nagpur.*

S.Y.B.A.
Semester – III (CBCS) 2019 Course
A351 - Political Science (G2)-I
Indian Political System

Credits: 03

Objective:-

This paper deals with Indian Political system with special reference to political organizations and their role and functions.

I. **Characteristics of Indian Constitution, &**
Preamble to the Constitution.

II. **Union Executive**
Prime-Minister, Selection, Powers and Functions
His position in alliance Government
President Election, Powers and Functions

III. **Union Legislature**
Parliament (a) Lok. Sabha –
Composition, Powers and functions
(b) RajyaSabha – Composition,
Powers and Functions.

IV. **Judiciary**
a) The Supreme Court of India
- It Structure and Jurisdictions.
b) The concept of Judicial Review

Readings :-

1) Palekar, S. A. : Indian Constitution Government and Politics (2003) ABD Publishers Jaipur (India)

2) Basu, D. D. : Introduction to the Constitution of India (Latest Edition) Prentice Hall, Calcutta

3) Gupta, D. C. : Indian Government & Politics (1995) Vikas Publication Delhi

4) Bhole, Bhaskar, Laxman : Bhartache Shasan ani Rajkaran Pimplapure Prakashan, Nagpur (Marathi)

5) Deshmukh, Alaka : Bhartiya Shasan ani Rajkaran (2003) Sainath Prakashan, Nagpur, (Marathi)

6) Sharma, B. K. : Introduction to the Constitution of India (2002) Prentice Hall, New Delhi

7) Kapur Devesh and Mehta P. B. : Public Institutions in India (2003) OUP. New Delhi.

8) Granville, Austin : Working of a Democratic Constitution. The Indian Experience OUP, New Delhi.

S.Y.B.A.
Semester – III (CBCS) 2019 Course
A352 - (S1) – I : Political Science
Indian Political Thinkers

Credits: 03

Objective:-

The objective of this course is to help the students the contribution made by those Indian Political thinkers in nation building.

I. **Raja Rammohan Ray**

His thought on

a) Liberalism

b) Religion

c) Individual freedom

d) Law and Judicial system

II. **Mahatma Gandhi**

This thought on

a) Satya, Ahima

b) Theory of Satyagrah

c) Trusteeship

d) Gramrajya

III. **Dr. Babasaheb Ambedkar**

This thought on

a) Liberalism

b) Democracy

c) Liberty, equality, Fraternity and Social Justice

IV. **Jawaharlal Nehru**

This thought on

a) Humanism

b) Secularism

c) Democracy

d) Socialism

Readings :-

1) Tijare, Shragarpure and Deshpande : Pramukh Bhartiya ani Paschimatya Rajkiya Vicharak (1989) Mangesh Prakashan, Nagpur. (Marathi)

2) Dole N. P. : Bhartiya, Rajkiya Vicharvant. Vidya Books Publication, Aurangabad. (Marathi)

3) Mehta V. R. : Indian Political Thought (1996) Manohar, New Delhi.

4) Appadorai : A. Indian Political Thinking in the 20th Century South Asian Publications, New Delhi.

5) Sharma G. N. and Moin Shakir : Politics and Society, Rammohan Roy to Nehru, Primal Prakashan, Aurangabad

6) Parekh, Bhikhu : Gandhi's Political Philosophy (1995) Ajanta International, New Delhi.

7) Mehta, V. R. and Thomas Pantham (eds) : Political Ideas in Modern Indian, The matic Explorations (2006) sage, New Delhi

8) Mehta, V. R. : Foundations of Indian Political Thought Manohar, New Delhi.

S.Y.B.A.
Semester – III (CBCS) 2019 Course
A353 - (S2) – I : Political Science
Government and Politics of Maharashtra

Credits: 03

Objectives :-

(I) To understand the dynamics of the political process in Maharashtra.

(II) To help the student to analyze the impact of region on the politics of the Maharashtra.

(I) **State Executive**

Chief Minister- Selection, Powers and Functions. The role of Chief - Minister in Coalition Government. Council of Ministers, Governor his appointment, Powers & Functions. The role of Governor in alliance Government.

(II) **State Legislature**

State Legislative assembly- compositions, powers and functions.
State Legislative council - composition, powers and functions.
Coalition politics in Maharashtra.

(III) **Regionalism**

Politics of Regional backwardness and regional Imbalances.
Demand for Separate Vidarbha State

(IV) **Major Political Parties in Maharashtra.**

A) Indian National congress.
B) Nationalist congress party,
C) Shiv sena
D) Maharashtra Nav Nirman Sena.

Readings:-

(1) Gupta, D.C. Indian Government and Politics (1995) Vikas Publication, Delhi.

(2) Bhaskar Bhole, Bhartiya Rajkiy-vavasta (1990) (Marathi) Pimpal pure Prakashan, Nagpur.

(3) Palshikar Suhas abd Nitin Birmal Maharashtra Rajkaran: Rajakiya Prakriyeche sthanik sandarbh (2003) Pratima Publication, Pune.(Marathi)

(4) Thakkar Usha and Kulkarni, M (eds) Politics in Maharashtra (1995) Himalaya. Publication, Bombey

(5) Pawar, Prakash Maharashtrachya Navya Rajkarnachi Punarrachana (2009) Pratima Prakashan, Pune. (Marathi)

(6) Vora Rajendrea and Palshikar Suhas: Maharashtratil saltantar Granthali Prakashan, Mumbai (Marathi)

(7) Palshikar Suhas and Kulkarni S. Maharashtra Satta Sangharsh. (2007) Samkaleen, Pune.

S.Y.B.A.
Semester – III (CBCS) 2019 Course
A361 Sociology (G2)-I
(Western Sociological Thought)

Credits: 03

Objective:
To help students gain an understanding of some of the contributions in sociologyand their continuing relevance to its contemporary concerns.

Course Content:

Unit 1 The Emergence of Sociological Though

1. Transition from Social Philosophy to Sociology
2. The Intellectual Context-
   a) Enlightenment
   b) French Revolution
   c) Industrial Revolution

Unit 2 The Pioneers:

1 August Comte

a) The Law of three Stages
b) Hierarchy of Sciences
c) Positivism
d) Social Statics and social Dynamics.

2 Herbert Spencer

a. Concept of Social Evolution
b. Military Society and Industrial Society
c. Organic theory of Society

Unit 3

3 Schools of Sociological Theory:

a. Functional Theory
b. Conflict Theory
c. Integrationist Theory

Unit 4

1 **Classical Thinkers** :

a. Historical Materialism
b. Alienation
c. Theory of Class Conflict

2 **Emile Durkheim**

a. Mechanical and Organic Solidarity
b. Division of Labor and its Pathological forms
c. Theory of Suicide

3 **Max Weber**

a. Theory of Social Action
b. Ideal Types
c. Types of Authority

4 **Vilfredo Pareto**

a. Circulation of Elites
b. Lions Foxes

Essential Reading:

1) Aron, Raymond, 1997 (1982 reprint) Main currents in sociological thought (2 vol.) Harmondsworth, Middles: Penguin Books.
2) Barnes, H.E., 1959.Introduction to the history of Sociology. Chicago : The University of Chicago Press.
3) Coser, Lewis A. 1979.Master of Sociological thought. New Yark: Harcourt Brace Jovanovich.
4) Fletcher, Ronald.1994.The Making of Sociology (2vol) Jaipur :Rawat.
5) Morrison, Ken,1995. Marx, Durkheim, Weber: Formation of modern social thought. London: Sage.
6) Singh,Yogendra,1986. Indian Sociology : Social conditioning and emerging trends, New Delhi :Vistaar.
7) Zeiting, Irving.1998 (Indian Edition) Rethinking Society: A critique of contemporary theory .Jaipur : Rewet.

S.Y.B.A.
Semester – III (CBCS) 2019 Course
A362 Sociology (S1)-I
(Indian Social Institutions)

Credits: 03

Objectives: * To Understand the origins and development of Indian Social Institutions.

* To understand the functions of Indian Social Institutions.

Course Content:

Unit 1 Indian Social Institution

Unit 2 Social and Cultural History of India

Hinduism
Hindu view of life
Ashramas or stages of life.
Varnashrama

Unit 3
Social institutions

a. Marriage
b. Family
c. Caste and Class
d. Economic
e. Religion

Unit 4 Cultural and Social change in social Institutions.

Essential Reading:

1) Das Veena,(ed) Handbook of Indian Sociology,OUP New Dilhi,2003.
2) Dhanagare, D.N. 1993, Indian Society : Themes and Perspectives,Rawat publications,Jaipur.
3) Dube S C 1967, The India Village, Routledge, London.
4) Dube, S.C. 1990, Indian Sociology, National Book Trust, New Delhi
5) Gajendragad, Bhartiya Samajshstra, Phadke Prakashan, Kolhapur.
6) Mukharjee Ramakrishna , 1979,Sociology of Indian Sociology, Allied Publishers, New Delhi
7) Srinivas M.N., 1980, Social Structure ,Hindustan Publishing Corporation, New Delhi

S.Y.B.A.
Semester – III (CBCS) 2019 Course
A363 Sociology (S2)-I
(Rural Sociology)

Credits: 03

Objectives:

1. To provide the knowledge on distinctness of sociological scholarship as a separate cognitive discipline on rural dimensions
2. To develop an understanding the fundamental social reality, social progresses and changes in development perspectives of rural communities.

Unit -1

Significance and scope of rural sociology. Subject matter of rural Sociology.

Approach to the study of rural sociology

Unit -2

Distinctive characterization of rural sociology. Caste, family, ritual structures,

women occupation, .

Unit 3
Rural development, issues

Unit 4
Power, caste and class: changing dimensions

Unit 5
Local governance of rural communities, issues and perspectives.
Unit 6
Rural social organization: formal and informal.

Essential reading

1 Dr. A.R. Desia: Rural Socialogy India, Popuilar, Bombay 1995
2Dr.A.R.Desia: Rural India in Transition, Popular parkashan, Bombay 1979.
3 RamakrishnaMukarjee: The dybnamics of rual society, berlin A. C. Mukherjee 1957.
4 DOSHI, S. L. and Jain P.C. ,1999: Rural Sociology,Rawat Jaipur
5.Sharma K.L.1997, Rural Society In India Rawat Jaipur
6) Sharma K.L. 2001, Caste, Class and Tribe, Rawat, Jaipur

SDE
S.Y.B.A. (CBCS 2019 Course)
Semester-III
Skill Enhancement Course

SEC31: Communication Skills in English

Credits: 02

Objectives:

To enable the learner –

- To communicate effectively and appropriately in real-life situation.
- To use English effectively for study purpose across the curriculum.
- To develop the use of the four language skills i.e. Reading, Listening, Speaking, Writing.
- To revise and reinforce structure already learnt.
- To develop an interest in the appreciation of Literature.

Course Contents:

Unit 1: Essentials of communication:
Fundamentals of communication; Purpose of Communication; Process of Communication; Barriers to Communication and Measures to overcome the barriers.

Unit 2: Developing English language Skills:
Essentials of Grammar; Grammar and Usage; Common Errors; Jumbled sentences; Indianisms; Building Advanced Vocabulary.

Unit 3: Listening Skills:
Developing Effective Listening Skills; Listening Process; Purpose of Listening; Common Barriers to the Listening Process; Measures to Improve Listening.

Unit 4: Speaking Skills:
Non-verbal communication; Group Discussion; Job Interviews; Public Speaking; Conversations; Dialogues and Debates; The Art of Negotiation.

Unit 5: Reading Skills:
The Art of Effective Reading; Reading Comprehension; Purpose of Reading; Types of Reading; Techniques for Effective Reading.

Unit 6: Writing Skills:
The Art of Condensation; Paragraph Writing; Essay Writing; Business Letters and Résumés; Business Reports; Email and Blog Writing; Movie and Book Review.

Reference Book:

Kumar, Sanjay and Pushp Lata. (2015). *Communication Skills*. Second edition. OUP.

SDE

S.Y.B.A. SEMESTER - IV (CBCS 2019 Course)

A-401: Compulsory English – II

Credits : 02

A. Objectives:

i. To encourage and enable the students to read the various types of texts on their own and discuss them among peers.
ii. To develop competence among the students for self-learning.
iii. To develop their communicative skills and thereby develop their proficiency in English language.
iv. To prepare them to function effectively in their future professions.

B. Course content:

a) Text - *Pleasant Short Stories* by Oxford University Press

1. Half-A-Rupee Worth - R.K. Narayan
2. The Last Leaf - O. Henry
3. A Cup of Tea - Katherine Mansfield
4. The Letter - Gaurishankar Joshi
5. The Lady or the Tiger? Part I - Frank Stockton
6. The Lady or the Tiger? Part II - Frank Stockton

b) English Writing:

1. Curriculum Vitae 2. E-mail Messages
3. Informal Letter Writing 4. Precis Writing

c) Grammar:

1. Verbs 2. Tenses

C. The books recommended:

1. Chettur G. K.: *English Grammar, Composition and Essay.*
2. M.L. Tickoo: *A Remedial Grammar, Usage and Grammar* (Orient Longman, 1976)
3. Thomson A.J. & Martinet A.V.: *Practical English Grammar* (OUP, 1986).
4. Tickoo C. & Shashikumar J.: *Writing With Purpose* (Oxford University Press, 1979).

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SDE

S.Y.B.A. SEMESTER - IV (CBCS 2019 Course)

A-411: English G2 – II (Introduction to the Study of Language – II)

Credits : 3

A. Objectives:

i. To familiarize the students with nature, characteristics and phonetics of language
ii. To expose the students to the elementary aspects of morphology and its processes.
iii. To make the students aware of word-classes, their identification and use.

B. Course content:

a) Phonology: (nucleus, tone group boundary, falling tone, rising tone)

i. Statement ii. Question iii. Command iv) Exclamations

b) Morphology:

i. Elementary description of morphemes (bound and free morphemes),

ii. Morphemes and Allomorphs

iii. Inflectional and derivational prefixes and suffixes

iv. Morphological processes of word formation:

1. Major: affixation, compounding and conversion,
2. Minor: Reduplication, clipping, blending and acronymy.

c) Word classes: Open and closed

C. The books recommended:

1. Balsubramaniam, T., *A Textbook of English Phonetics for Indian Students*.
2. Christopher & Sandved, *An Advanced English Grammar*.
3. Despande L.S.,et. Al., *An Introduction to the Phonology of English and Spoken English*, Abhay Prakashan, Nanded.
4. Dwight, Bolinger, *Aspects of Language*, Harcourt Brace.
5. Hornby, A.S., *Oxford Advanced Learner's Dictionary*.
6. Langacker, R.W., *Language and Its Structure*, Harcourt Brace.
7. Leech, Geoffrey, et. al., *English Grammar for Today*, Macmillan.
8. O'Connor, J.D., *Better English Pronunciation*, E.L.B.S.
9. Quirk, Randolph & Sidney Greenbaum, *A University Grammar of English*, E.L.B.S.
10. Verma, S.K. & N. Krishnaswamy, *Modern Linguistics: An Introduction*, O.U.P., New Delhi.

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SDE

S.Y.B.A. SEMESTER - IV (CBCS 2019 Course)
A-412: English S1 – II (Indian English literature – II)

Credits : 3

A. Objectives:

i. To acquaint and familiarize the students with the terminology in Indian English Literature.
ii. To encourage students to make a detailed study of few masterpieces of Indian English Literature.
iii. To develop among students the ability to read and appreciate as well as critically analyze and evaluate Indian English Literature independently.
iv. To enhance students' awareness in the aesthetics of Indian English Literature.

B. Course content:

I) A Brief History of Indian English Poetry

II) Poetry: Texts Precribed: Indian English Poems: Shirish Chindhade

Nissim Ezekiel:	1. Goodbye Party for Miss Pushpa T. S. 2. Night of the Scorpion
K. Ramanujan:	3. Looking for a Cousin on a Swing 4. A River
Kamala Das :	5. My Grandmother's House
Dilip Chitre:	6. Father Returning Home 7. The Felling of the Banyan Tree

III) Indian English Drama

History of Indian English Drama

Text prescribed: *Silence, the Court is in Session* by Vijay Tendulkar

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SDE

S.Y.B.A. SEMESTER - IV (CBCS 2019 Course)

A-413: English S2 – II (Understanding Poetry – II)

Credits : 3

A. Objectives:

i. To acquaint and familiarize the students with the terminology in POETRY Criticism.
ii. To encourage students to make a detailed study of few masterpieces of English Poetry.
iii. To develop among students the ability to read and appreciate as well as critically analyze and evaluate Poems independently.
iv. To enhance students' awareness in the aesthetics of Poetry.

B. Course content:

Movements: a) Victorian Poetry
b) Modern Poetry

b) Prescribed Text: Only Following Poems from *Poetry Down the Ages* (Orient Longman)

1. Lord Alfred Tennyson : Ulysses
2. Matthew Arnold : Dover Beach
3. Robert Browning : My Last Duchess
4. W. B. Yeats : Sailing to Byzantium
5. T. S. Eliot : Sweeney Among the Nightingale
6. W.H. Auden : The Unknown Citizen
7. Dylan Thomas : And Death shall have no Dominion
8. Emily Dickinson : The Wind Tapped Like a Tired Man
9. Robert Frost : The Road Not Taken
10. Langston Hughes : I, Too

C. The books recommended:

1. Barber, Charles, *Poetry in English: An Introduction.*
2. Brooks, Cleanth and Robert Penn Warren *Understanding Poetry*
3. Mayhead, Robin *Understanding Literature* (Blackie and Sons)
4. Murphy, M. J. *Understanding Unseen*
5. Wainwright, Jeffrey (2004), *Poetry : The Basics* (Routeledge)
6. Lennard *The Poetry Handbook: Guide Reading Poetry for Pleasure and Criticism* (OUP)
7. Scholes, et.al. ed. *Elements of Literature, Fourth Edition*. OUP.

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SDE
S.Y.B.A. (CBCS 2019 Course)
Semester-IV
A421: Economics G2 – II : BANKING AND PUBLIC FINANCE - II

Credits : 3

Objectives: The objective of this course is to create clear understanding among the students about the operations of banking and their interaction with the rest of the economy. Such understanding is essential to realize how monetary forces operate through a multitude of channels- market, non-market institutions and among others, the State. The Course also provides the theoretical understanding of different State activities through the budgetary mechanism. This paper on 'Banking and Public Finance' is an optimal integration of monetary theory, banking institutions and government which combines itself a systematic discussion of the theory, institution and policy with special reference to India.

Unit-I Public Finance

1.1 Meaning, Nature and Scope of Public Finance
1.2 Principle of Maximum Social Advantage
1.3 Role of Public Finance in Developing Economy
1.4 Distinction between Private and Public Finance
1.5 Private goods, Public goods and Merits goods

Unit-II Public Expenditure

2.1 Public Expenditure: Meaning and Causes of growth in public expenditure
2.2 Canons and effects of public expenditure
2.3 Deficit Financing: Meaning, Methods of deficit financing
2.4 Role of Deficit Financing in Developing Economy
2.5 Fiscal Policy – Meaning and objectives

Unit-III Taxation

Source of Public revenue

3.1 Taxation: Direct and Indirect Taxes - Meaning, Merits and Demerits
3.2 Characteristics of a good tax system
3.3 Tax Burden- Impact and Effects of Taxation
3.4 Taxable Capacity

Unit-IV Public Debt

4.1 Public Debt: Meaning and Concept
4.2 Source of Public borrowing - internal and external
4.3 Causes and Effects of growth of public debt in India
4.4 Kinds of budge- balanced, surplus and deficit

Recommended Books

- Ahuja H.L.(1998), Macro Economics: Theory and Policy, Chand and Co., New Delhi.
- Gupta S.B. (2000), Monetary Economics, S Chand and Co., New Delhi.
- Dr. Lekhi R.K., Public Finance, Kalyani Publishers, Ludhiyana.
- Dr. Tyagi B.P., Public Finance, Jai Prakash Nath & Co., Meerat.
- Jhingan M.L., Macro Economic Theory, Vrinda Publication (P) Ltd., Delhi.
- Mithani D.M., Monetary Theory, Vora & Co., Publication, Mumbai.
- Datir, Lomate, Ushir (2012), Bank Vayvasaychi Multatve, Nirali Prakashan, Pune.
- R.S. Sayeb (2000), Modern Banking, Oxford Clarnder Press, London.
- Hicks J.R., Trade Cycles, Oxford, Clarendor Press.
- Hamberg D Business Cycles, Macmillan Co., New York.
- Mithani D.M. (1998), Macro Economics Analysis and Policy, Oxford & IBH New Delhi.
- Masgrave, Public Finance.

SDE
S.Y.B.A. (CBCS 2019 Course)
Semester-IV
A422: Economics S1 – II : MICRO ECONOMICS - II

Credits : 3

Objectives: As a foundation course, in this paper, student is expected to understand the behaviour of an economic agent, namely, a consumer, a producer, a factor owner and the price fluctuation in a market. The chapter incorporated in this paper deal with the nature and scope of economics, the theory of consumer behavior, analysis of production function and equilibrium of a producer, the price formation in different markets structures and the equilibrium of a firm and industry. In addition, the principles of factor pricing and commodity pricing as also the problems of investment and welfare economics have been included.

Unit-I Market Structure

1.1 Meaning and Classification
1.2 Perfect Competition: Characteristics, price determination in short run and long run, equilibrium of the firm and industry
1.3 Monopoly: Characteristics, short run and long run, Price discrimination
1.4 Monopolistic Competition: Characteristics, short run and long run, Selling Cost
1.5 Oligopoly: Concept and Characteristics
1.6 Duopoly: Concept and Characteristics

Unit-II Factor Pricing

2.1 Marginal Productivity Theory of Distribution
2.2 Rent- Recardian Theory of Rent, Modern Theory of Rent, Quasi Rant
2.3 Wages-Modern Theory of Wages, Collective Bargaining
2.4 Interest- Loanable Funds Theory, Keynsian Liquidity Preference Theory
2.5 Profit- Risk and Uncertainty Theory, Innovation Theory

Unit-III Welfare Economics

3.1 Definition and Meaning
3.2 Social Welfare Function
3.3 Pigovian Welfare Economics
3.4 Thought of Amartya Sen on Welfare Economics

Recommended Books

- Ahuja H.L.(1995), Advanced Economic Theory, Chand and Co., New Delhi.
- Bach G.L. (1977), Economics, Prentice Hall of India, New Delhi.
- Chamberlin Edward(2002), The Theory of Monopolistic Competition, Oxford Clarnder Press, London.
- Dwivedi D.N.(2000), Micro Economic Theroy, Kalyani Publishers, Ludhiyana.
- Dr. Agrawal H.S. (1998), Principles of Economics, Minali Publication, Surat
- Patil J.F. and Tamhankar P.J. (2003) Micro Economics, Kolhapur.
- Jhingan M.L., Advance Economic Theory, Vrinda Publication (P) Ltd., Delhi.
- Mithani D.M., Micro Economics, Vora & Co., Publication, Mumbai.
- G.S. Maddala and Ellen, Micro Economics Theory and Application, Tata, McGraw Hill.
- Ray N.C.(1975), an Introduction to Microeconomics, Macmillan Company of India Ltd., Delhi.
- Hicks J.R., Trade Cycles, Oxford, Clarendor Press.
- H G.L.Hamberg D Business Cycles, Macmillan Co., New York.
- Mithani D.M. (1998), Macro Economics Analysis and Policy, Oxford & IBH New Delhi.
- Mansfield E. (1997), Microeconomics (9th Edition), W.W. Norton and Company, New York.

SDE
S.Y.B.A. (CBCS 2019 Course)
Semester-IV
A423: Economics S2 – II : MACRO ECONOMICS - II

Credits : 3

Objectives: Macro Economics is aggregative economics which examines the interrelations among the various aggregates. Macro economics is not only scientific method of analysis, but also a body of empirical economic knowledge. The paper entitled Macro Economics equips the students at the under graduate level to understand the basic theoretical framework underlying in the field of Macro Economics.

Unit-I Value of Money
1.1 Money: Definition and Functions
1.2 Quantity Theory of Money
1.3 Cash Balance Approach

Unit-II Business Cycles
2.1 Meaning and Features of Business Cycle
2.2 Phases of Business Cycle
2.3 Causes and Effects of Business Cycle
2.4 Control of Business Cycles- Monetary and Fiscal Controls
2.5 Keynesian view on Business Cycle

Unit-III Inflation and Deflation
3.1 Inflation: Meaning and Causes
3.2 Demand Pull and Cost Push Inflation
3.3 Effects of Inflation
3.4 Measures to control Inflation
3.5 Deflation: Meaning, Causes and Consequences

Unit-IV Macroeconomic Policies
4.1 Macroeconomic objectives
4.2 Monetary Policy: Meaning and Definitions
4.3 Instruments, Advantages and Limitations of Monetary Policy
4.4 Fiscal Policy: Meaning and Definitions
4.5 Instruments, Advantages and Limitations of Fiscal Policy

Recommended Books

- Ahuja H.L.(2002), Advanced Economic Theory and Policy, Chand and Co., New Delhi.
- Bach G.L. (1977), Economics, Prentice Hall of India, New Delhi.
- Chamberlin Edward (2002), The Theory of Trade Cycle, Oxford Clarnder Press, London.
- D' souza Errol (2008), Macro Economic: Person Publication, New Delhi.
- Dr. Gupta S.B. (1998), Monetary Economics, Chand and Co., New Delhi.
- Patil J.F. and Tamhankar P.J. (2003) Macro Economics, Kolhapur.
- Jhingan M.L., Advance Economic Theory, Vrinda Publication (P) Ltd., Delhi.
- Vaish M.C. (2002), Macro Economics Theory, Vikas Publication, New Delhi.
- Shapiro E (1996), Macro Economic Analysis Galgotia Publication, New Delhi.
- Hicks J.R., Trade Cycles, Oxford, Clarendor Press.
- H G.L.Hamberg D Business Cycles, Macmillan Co., New York.
- Mithani D.M. (1998), Macro Economics Analysis and Policy, Oxford & IBH New Delhi.

Credits : 3

S.Y.B.A. (CBCS 2018 Course)

Semester-IV

A 431: MARATHI (G2) - II

उद्दिष्टे :

१. विद्यार्थ्यांमध्ये मराठी साहित्याविषयीची रुची निर्माण करणे.
२. वाङ्मयीन कलाकृतीचा आस्वाद घेण्याची क्षमता विकसित करणे.
३. साहित्यास्वादातून जीवनाविषयीची सखोल जाणीव निर्माण करणे.

Total Credit :- 03

घटक-विश्लेषण :

१. **इंधन** (कादंबरी) हमीद दलवाई, मौज प्रकाशन गृह, मुंबई.
   - १.१ कादंबरीचे स्वरूप व वैशिष्ट्ये
   - १.२ ग्रामीण साहित्याचे स्वरूप
   - १.३ ग्रामीण साहित्याची चळवळ.
   - १.४ मराठी ग्रामीण कादंबरीची वाटचाल.
   - १.५ ग्रामीण आणीव
   - १.६ 'इंधन' कादंबरीचे घटकसापेक्ष विश्लेषण
     कथानक, व्यक्तिरेखा, वातावरण, संघर्ष, भाषा, निवेदन, संवाद व लेखकाचा जीवनविषयक दृष्टिकोन.

२. **वाडा चिरेबंदी** – (नाटक) महेश एलकुंचवार, मौज प्रकाशन, पुणे
   - २.१ नाटक : एक वाङ्मयप्रकार
   - २.२ साहित्यमूल्य आणि प्रयोगमूल्य
   - २.३ नाटकाचे घटक
   - २.४ संहितालक्ष्यी अभ्यास

संदर्भ – साहित्य

१. ग्रामीण साहित्य : स्वरूप आणि समस्या – डॉ. आनंद यादव, मेहता प्रकाशन, पुणे
२. ग्रामीण साहित्य : चिंतन आणि चर्चा – डॉ.वासुदेव मुलाटे, स्वरूप प्रकाशन, औरंगाबाद
३. कादंबरीविषयी – डॉ. हरिचंद्र थोरात, पद्मगंधा प्रकाशन, पुणे
४. मराठी ग्रामीण कादंबरी – डॉ. रवींद्र ठाकूर, स्नेहवर्धन प्रकाशन, पुणे
५. नाटक : एक चिंतन – वसंत कानेटकर, नीळकंठ प्रकाशन, पुणे
६. विसाव्या शतकातील मराठी कादंबरी – संपादक डॉ. विलास खोले
७. स्वातंत्र्योत्तर मराठी नाटक – श्रीकांत पाटील, स्नेहवर्धन प्रकाशन, पुणे
८. आधुनिक मराठी नाटक – कलाभिरुची – डॉ. सुषमा जोगळेकर, गोकुळ मासिक प्रकाशन, पुणे

□□□□□

Credits : 3

S.Y.B.A. (CBCS 2018 Course)

Semester-IV

A 432: MARATHI (S1) - II

उद्दिष्टे :

१. मध्ययुगीन कालखंडातील मराठी वाङ्मयाचे स्वरूप, प्रेरणा आणि परंपरांचा परिचय घडविणे.
२. संतसाहित्याची वैशिष्ट्ये अधोरेखित करणे.
३. मध्ययुगीन कालखंडातील साहित्यकृतींच्या आधारे साहित्य, समाज आणि संस्कृती यांमधील संबंध समजावून घेणे.

घटक-विश्लेषण :

१. **जनाबाईंचे निवडक अभंग**संपादक - शिवाजीराव मोहिते
२. **लीळाचरित्र**

संदर्भ-साहित्य

१. महाराष्ट्र सारस्वत - वि. ल. भावे, शं. गो. तुळपुळे
२. मराठी वाङ्मयाचा इतिहास खंड १ - ल. रा. पांगारकर
३. मराठी वाङ्मयाचा इतिहास खंड २ - भाग १ - महाराष्ट्र साहित्य परिषद, पुणे
४. प्राचीन मराठी गद्य - प्रेरणा आणि परंपरा - डॉ. श्री. रं. कुलकर्णी
५. महानुभावसाहित्य - डॉ. वि. भि. कोलते

□□□□□

Credits : 3

S.Y.B.A.(CBCS 2018 Course)

Semester-IV

A 433: MARATHI (S2) - II

उद्दिष्टे -

१. मराठी वाङ्मयाच्या प्रेरणा व परंपरांचा परिचय करून घेणे.

२. आधुनिक मराठी वाङ्मयाच्या वाटचालीचे दर्शन घडविणे.

3. आधुनिक मराठीतील प्रमुख लेखक व साहित्यकृतींच्या आधारे साहित्य, समाज आणि संस्कृती यांच्यातील परस्परसंबंध स्पष्ट करणे.

घटक-विश्लेषण :

१. इ.स. १९२० ते १९४५ या कालखंडातील साहित्य

२. इ.स. १९४५ ते १९६० या कालखंडातील साहित्य

संदर्भ - साहित्य

१. मराठी वाङ्मयाचा इतिहास - संपादक : रा. श्री. जोग, महाराष्ट्र साहित्य परिषद, पुणे (खंड ४, खंड ५ - भाग १ व २, खंड ६ - भाग २)

२. आधुनिक मराठी वाङ्मयाचा इतिहास - अ. ना. देशपांडे, व्हीनस प्रकाशन, पुणे.

३. प्रदक्षिणा - कॉन्टिनेंटल प्रकाशन, पुणे.

४. साहित्य व सामाजिक संदर्भ - रा. ग. जाधव, कॉन्टिनेंटल प्रकाशन, पुणे.

5. मराठी वाङ्मयाचा अभिनव इतिहास - काही लेखक, काही साहित्यकृती, संपादक - डॉ. गं. ना. जोगळेकर, स्नेहवर्धन पब्लिशिंग हाऊस, पुणे.

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S.Y.B.A.
Semester – III (CBCS) 2019 Course
Geography
A441 – Human Geography – II

Credits : 3

Objectives :

1. To acquaint the students with the basic concepts of Human Geography.
2. To introduce to the students the evolution of Human races, cultures and the factors affecting human survival.
3. To familiarize the students with human life in general and the significance of physical environment in the development of human societies.
4. To acquatint the students with population growth and its distribution in the world.
5. To make them aware of the factors affecting human migration and also the population policies of some selected nations.

Course content:

.	World distribution of population	A. Distrihution and Density of population	a) Importance of population density. b) Over, optimum and under population regions
		B. Factors affecting the distribution of world population	Physical and cultural factors affecting the distribution of world population
.	Population growth	A. History of population growth	History of population growth in modern times (1959 to 2002)
		B) Measures of fertility and mortality	Crude birth rate, General fertility rate. Age specific birth rate, Crude death rate, Age specific death rate, Age and sex specific death rate

	C) Factors affecting fertility and mortality	Biological, Physiological, Social and Cultural factors affecting fertility
	D) Demografic transition theory	Critical study of demographic transition

Human Migration	B. Types of migration	Types of migration according to distance and time examples in India
	C. Causes and effects of migration	a) Causes – Technological, Economic, Over population, Social and Religions, political, Demographic causes, Wars and Govt. policies
		b) Effects – Physical, Environmental, Economic, Social, Cultural, Political and Biological, Problems of Rural – Urban migration in India
Population and economic development	A. Population growth and resource development	Population growth and its adverse effects on Natural, Agricultural and Energy resources
	B. Effects of over-population on Indian economy	Over population – a major obstacle in the countries economic development
	C. Malthus theory	Critical analysis of Malthus theory

	D. Population as a Resource	a) Population and Human Resource b) Population and market c) Quality of Human Resource
Population policy	A. United Nations World Population Policy	Population policies for developing countries
	B. Population policy in China	Population policy in China after 1950, significance of the policy in population control
	C. Population policy in India	Population policy after independence

Reference Books:

1. Robinson H. (1976), IInd Ed., 'Human Geography', MacDonald and Evans. Plymouth.
2. Perpillou A.V., (1986) IInd Ed., 'Human Geography', Longman, London.
3. Money D.C., (1970), 'Human Geography', University Tutorial Press Ltd.
4. R.C.Chandana, (1998), IIIrd Ed., 'Geography of Population, Concepts, Determinants and Patterns', Kalyani Pub., Ludhiana.
5. Clarke, John I. (1972), 'Population Geography', Pergamon Press, Oxford.
6. Beaujeu – Garnier (1976), 'Geography of Population', Longman, London.
7. *Dr.T.N.Gholap, 1992, 'Loksankya Bhugol', Nishikant Prakashan, Pune.Dr.Pravin Saptarshi & Dr.Uttamrao Jagadale (2005) : "Manavi Bhugol", Daimand Publication, Pune.*
8. *Dr.Vithalrao Gharpure (2005) : "Manavi Bhugol", Pimplapure & Co., Nagpur.*

S.Y.B.A.
Semester – IV (CBCS) 2019 Course
A451 - (G2) – II : Political Science
Local Self - Government of India

Credits : 3

Objective :-

To help the students to get a more understanding about local government and their structure, types and functions.

(I) **Local Self Government**

Meaning, Definitions & Nature

(II) **Local Government**

a) Constitutional Provisions before 1992

b) 73 & 74th amendments in Panchayat Raj System

(III) **Urban Local Self Government**

a) Municipal Corporation

b) Municipalities

c) Nagar panchayat

(IV) **Rural Local Self – Government**

a) Zilla Parished

b) Taluka Panchayat Sammittee

c) Gram Panchayat

Readings :-

1) Jain L.C (ed): Decentralization and local Government. (2005) Orient Longnan, New Delhi.

2) Maheshwari, S.R : India Administration. Kitab Mahal, Delhi.

3) Prasad Kamala : India Administration : Politics, Policies and prospects. Dorling Kindersley India Pvt. Ltd. Delhi.

4) Singh Hoshiar : Indian Administration (2001) Kitab Mahal. Delhi.

5) Maheshwari, S.R : Local Government IN India (2006) Lakshmi Narain Agarwal Educational Publisher, Agra.

6) Avasthi and Avasthi : Indian Administration (2008) Lakshmi Narain Agarwal Endocrinal Publishers, Agra.

7) Jadhav Tukaram and Shira Purkar, Mahesh : Bhartiya Sanvidhan ani Bharatiya Rajkarn. (2012) The unique Aeademy, Pune (Mavathi)

8) Agarwal. R.C: Political Theory. Principles' of Political Science. (Latest Edi) S. chand & co. New Delhi.

S.Y.B.A.
Semester – IV (CBCS) 2019 Course
A452 - (S1) – II : Political Science
Western Political Thinkers

Credits : 3

Objectives :-

I) The Objectives of this paper is to help the students to get basic understanding of core political thinkers.

II) To introduce to the students the important contribution made by these thinkers in the field of modern political Thought

1) **Plato**

His views on

a) Justice
b) Education,
c) Communism,
d) Ideal State

2) **Aristotle.**

His views on

a) Classification of State,
b) Revolution,
c) Ideal state,
d) Slavery
e) Citizenship.

3) **Rousseau**

His thought on

a) Human Nature
b) Concept of General Will
c) Social Contract Theory
d) Sovereignty.

4) **Machiavelli**

His Views on

a) Human nature,

b) Liberty,

c) Religion and Morality,

d) State

Readings :-

1) Dr. Bhogale, Shantaram: Paschimatya Rajkiya vicharvanta. (1989) Anupam Prakashan Kerina, Aurangabad (Marathi)

2) Tijare R.A Shrangarpure A. R. and Deshpande S. : Pramukh Bhartiya ani Paschimatya Rajkiya Vicharak. (1989) Shree Mangesh Prankashak Nagpur (Marathi)

3) Mulchrjee S and Ramashamy S: A History of Political Thought, Plato to Marx (1999) Prentice Hall of India New Delhi.

4) Adams Ian Dyson, R.W. : Fifty Great Political Thinkers, (2004) Rutledge, London

5) Bhole, Bhaskar : Rajakiya Siddhanta ani Vishleshan (2002) Pimpalapure Prakashan, Nagpur, (Marathi)

6) Sabine, G. H: A History of Political Theory, (1971) Oxford and I.B.H. Calcultta

7) Boucher, D. and Kelly P. : Political Thinkers, (2003) Oxford university Press, London.

8) Nelsori Brian R. : Western Political Thought (2006) Pearson, New Delhi.

S.Y.B.A.
Semester – IV (CBCS) 2019 Course
A453 - (S2) – II : Political Science
Political Parties in India

Credits : 3

Objective :–

The Objective of this course is to introduce the student's the political Parties organizational Structures, Ideology and types of political parties in India.

I) **Political Party**
Meaning, Definitions and Functions

II) **Major National Political Parties in India.**

a) Indian National Congress -Organizational structure, Ideology and Policies and Programs.

b) Bhartiya Janata Party – Organizational structure, Ideology and Policies and Programs.

c) Communist Party of India - Organizational Structure, Ideology, Policies and Programs.

d) Communist Party of India (Marxist) - CPM Organizational Structure, Ideology, Policies and Programs.

III) **Regional Political Parties in India**
Meaning, Nature and Reasons for Their Emergence in India

IV) **Characteristics of India Party System**

Readings :-

1) Bhatnagar S. and Pradeep Kumar (eds): Regional Parties, (1988) Ess Ess Publications, New Delhi.

2) Hartman, Horst: Political Parties in India (1977) Meenakshi Prakashan, Meerut.

3) Hasan Zoya (ed) : Parties and Party Politics in India (2002) OUP, Delhi

4) Prasad Nageshwar : Ideology and organization in Indian Politics (1980) Allied, Bombay.

5) Economic and Political Weekly January 13 – 20 and August 21 – 28 1999.

6) Palelcar, S.A : Indian Constitution, Government and Politics. (2003) ABD Publishers, Jaipur.

S.Y.B.A.
Semester – IV (CBCS) 2019 Course
A461 Sociology (G2)-II
(Indian Sociological Thought)

Credits : 3

Objectives:

The paper is intended to familiarize the students with the social, political, economical and Intellectual contexts in which sociology emerged as a distinctive discipline.Its objective is to help students gain an understanding of some of the classical contributions in sociology, continuing relevance to its contemporary concerns.

Course content

Unit 1Development of Indian Thought

Unit 2G.S.Ghurye

a. Intellectu.l Context of Ghurye's Sociology
b. Theory of Caste
c. Caste and its Characteristics.

Unit 3 B.R.Ambedkar

a. Theory of the Origin of Caste
b. Theory of Untouchability

Unit 4 M.N. Srinivas
(Concept and Features)

a. Dominant Caste
b. Sanskritization
c. Westernization
d. Modernization

Unit-5Mahatma Gandhi. Non-violence, Satagrah, Social.

Essential Reading:

1) Oomen and Mukherji (ed), 1986, Indian Sociology, Reflection and Introspections, Popular Prakashan.
2) Ritzer George, 1996,SociologicalTheory, Tata-McGrew Hill ,New Delhi.
3) Singh Yogendra,1986, Indian Sociology, Social conditioning and emerging concerns,Vistaar,New Delhi.
4) Vivek P.S. 2002, Sociological perspectives and Indian Sociology, Himalaya Publishing House ,Mumbai.
5) Speeches and Writings of Dr.B.R.AMBEDKAR Published by Govt. of Maharashtra volume 7.

S.Y.B.A.
Semester IV (CBCS) 2019 Course
A462 Sociology (S1)-II
(Tribal Society)

Credits : 3

Objective

To make students understand the concepts and approaches to the study of the tribal society

Course content:

Unit 1
The concept of tribal, Meaning, Defination, Futures

Unit 2
Demographic profile; habitat, distribution and Concentration of tribal people; Tribal zones; sex ration; status of women

Unit 3
Classification of tribal people; food gatherers and hunters, shifting cultivation, nomads, pastorlists, peasants and settled agriculturists, artisans.

Unit 4
Socio-cultural profile; ethnic and cultural diversity; characteristic features of tribal society; kinship, marriage and family; tribal languages; religious beliefs and practices: cultural traditions.

Unit 5
Tribal movements,Tribal problems; Tribal Development

Essential Reading:

1) Vidyarthi, L.P.and Roy B.K.; Treble Culture in India Concept, New Delhi.
2) Ghurye,G.S., Scheduled Tribes, Popular, Bombay
3) Raha,ManishKumar, Tribal India Problems of Development/New Delhi 1997
4) Jain,P.C.andDoshi, S.L.,Introduction to Anthropology,Rawat,New Delhi 1997

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S.Y.B.A.
Semester IV (CBCS) 2019 Course
A463 Sociology (S2)-II
(Urban Sociology)

Credits : 3

Objective:

To Provide the knowledge on distinctness of sociological scholarship as a separate cognitive discipline on rural and urban dimension in India.

To develop an understanding the fundamental social realty, social progresses and changes in development perspectives of rural and urban communities

Course content:

Unit 1

Urban Sociology
Nature , meaning, definition scope , futures.

Unit 2

Urban Sociological Theories
Urbanism and marxism,
Tonnies; Community and Society
Simmel: Metropolies and mental life.
Max Weber The city.
Louis Wirth: Urbanism as a way of Process of life

Unit 3

Process of Urbanization

Unit 4

Urban Institutions

1 Family
2 Religion
3 Urban Recreation
4 Education
5 Economics.

Essential reading

1) Quinn J.A. 1955, Urban Sociology, S.Chand &Co.. , New Delhi
2) Bose Ashish 1978, Studies in India Urbanization 1901-1-Tata McGraw Hill
3) RaMah, Addison, 2001: Handbook of Urban Studies. Sage : India
4) Gold Harry. 1982:Sociology of Urban Life.Prentice Hall, Englewood Cliff.
5) Desai A.R.andPillai (ed) 1970 Slums and Urbanization, Popular Prakashan, Mumbai.
6) Ramachandran R. 1991 Urbanization and Urban Systems in India OUPDelh

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BHARATI VIDYAPEETH

DEEMED TO BE UNIVERSITY, PUNE (INDIA)

(Established u/s 3 of the UGC Act, 1956 vide Notification No.F.9-15/95-U-3 of the Govt. of India)

*** Accredited 'A+' Grade (2017) By NAAC ***

*** 'Category -I' University Status by UGC ***

*** 'A' Grade University Status by MHRD Govt. of India ***

"Social Transformation Through Dynamic Education"

SCHOOL OF DISTANCE EDUCATION

Recognized by University Grants Commission- Distance Education Bureau (UGC-DEB), New Delhi

PROGRAMME PROJECT REPORT (PPR)

OF

Bachelor of Commerce
(B.Com.)

BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY, PUNE (INDIA)
SCHOOL OF DISTANCE EDUCATION

Under The Faculty of Arts, Social Sciences and Commerce
Bachelor of Commerce (B. Com.) Course Structure

(Choice Based Credit and Grade System)

1. INTRODUCTION :

Bharati Vidyapeeth Deemed To Be University and the commerce faculty of this University both are widely accepted not only in India but also abroad. The restructured and revised curriculum for Bachelor of Commerce (B. Com.) of this University is developed considering the current industry needs in terms of skill sets demanded under new business environment and corporate expectations. As per the requirements of the market this course provides great skills in accounting, taxation and commercial legal terms. The course endows students with an ability to understand the commercial aspects of government, market and international standards. The sound knowledge of commerce related subjects empowers students to be great leaders and acquire a good status.

2. OBJECTIVES:

1. To provide conceptual knowledge and application skills in the domain of Commerce studies.
2. To provide knowledge and skills in almost all areas of business to be able to meet expectations of business and to handle basic business tasks, thus equipping a student to take up entry –level jobs in different sectors of commerce, trade and industry.
3. To sharpen the students' analytical and decision making skills.
4. To provide a good foundation to students who plan to pursue professional courses.
5. To facilitate students to acquire skills and abilities to become competent and competitive in order to be assured of good careers and job placements.
6. To develop entrepreneurial abilities and managerial skills in students so as to enable them to establish and manage their own business establishments effectively.

3. LEARNING OUTCOMES:

B.Com. programme aims to equip students with the knowledge, skills and attitude to meet the challenges of the modern-day business organizations. The curriculum of B.Com. degree provides a carefully selected subject combination of Accounting, Economics, Finance, Management, Tax, Marketing and Corporate Law and other business-related subjects. The programme aims to nurture the students in intellectual, personal, interpersonal and social skills with a focus on Holistic Education and development to make informed and ethical decisions and equips graduates with the skills required to lead management position. This programme brings out reflective and scientific thinking in the students which makes them inquisitive and curious to get deep insights of the business world and tackle the complex situations with much knowledge and wisdom.

4. ACADEMIC PLANNER

	For June Admission Session Students	For January Admission Session Students
Admission Date	1st July to 30th September	1st January to 28th February
Eligibility Document Submission	1st July to 30th September	1st January to 31st March
Internal Home Assignment Submission	**For Sem - I, III, V -** August to September **For Sem - II, IV, VI -** March to April	**For Sem - I, III, V -** March to April **For Sem - II, IV, VI -** August to September
Examination Form Submission	**For Sem - I, III, V -** August to September **For Sem - II, IV, VI -** March to April	**For Sem - I, III, V -** March to April **For Sem - II, IV, VI -** August to September
University Examinations	**For Sem - I, III, V -** December **For Sem - II, IV, VI -** June	**For Sem - I, III, V –** June **For Sem - II, IV, VI -** December

5. ADMISSION PROCEDURE

The Application Form is available at each Academic Study Centres. The candidate will have to apply for admission to any academic programme of his / her choice in the prescribed form attached with Information booklet. University has made available the facility of 'Online application for Admission' to the students to apply for admission to the various programs. The candidate will be admitted provisionally to the programme on verification of the eligibility for admission. He / She will be asked to complete the eligibility requirement by submitting the required Marksheets, Leaving/Transfer Certificate, Educational Gap Certificate (if required), Aadhaar Card etc. After verification of required documents candidate admission will be confirmed.

6. ELIGIBILITY:

A candidate who has passed the Higher Secondary School Certificate Examination in Commerce or Science of the Maharashtra State Secondary and Higher Secondary Board or an equivalent of any other Statutory Board or University with English as a passing subject will be admitted to the first year of this course.

7. DURATION:

The minimum duration of the B.Com. degree programme is three years divided into six semesters although student may complete the programme gradually within a maximum period of Eight years. If Programme is not completed successfully during Eight years, he/she will be required to take fresh admission.

8. MEDIUM:

The medium of instruction and examination shall be in English, Hindi and Marathi simultaneously. Student can choose any one medium of instruction and examination.

9. FEE STRUCTURE

Sr. No.	Particular	I Year	II Year	III Year
1	Admission Fee	200/-	-	-
2	Tuition Fee	3800/-	3800/-	3800/-
3	Examination Fee	805/-	805/-	905/-
Total		**4905/-**	**4605/-**	**4705/-**

10. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

Sr. No.	Programmes	Total Programme Fees	Admission Fee	Tuition Fee	Study Material Development Cost	Contact Lectures Cost	Other Administrative / Educational Expenses
1	B. Com.	11600/-	200/-	11400/-	3220/-	2280/-	5900/-

11. STUDENT SUPPORT SERVICES

a) Student Counseling:-
Full time Student Counseling Desk is available at BVDU School of Distance Education, Pune (Head Quarter). Student can contact to this office and get detail information related to Admission, Programme eligibility, Programme fees, Important Dates related to all Academic Activities, details of Academic Study Centre, Information of Examinations etc. As well as student can contact to this office through email for their queries.

b) Personal Contact Session (PCP):-
Personal Contact Sessions conducted by Academic Study Centre and organized on holidays, normally at time convenient to the student, during which a qualified expert faculty gives explanations and help to clear the doubts and difficulties of the students and also delivering instructions to the students about study material.

c) E-Learning Support:-
The electronic versions of learning resources in mobile-ready formats are available freely on `e-Learning Environmental Portal' of School of Distance Education (econnect.bvuict.in/econnect/) for students. Details programme Syllabus, Videos of Expert Lecturers on various Topics, Self Learning Material, Old Question Papers are also available on this portal. Student can easily access this instructional material.

d) Self Learning Material (SLM):-
SLM will be provided to student on Book form which contents will help them as a reference book. Learner can able to understand the subject matter even in the absence of a teacher.

12. METHODS AND MEDIA USED IN SELF INSTRUCTIONAL MATERIAL DELIVERY

Self Instructional Material is delivered in various media. The printed copies of learning resources in Self Instructional format for this programme is made available to the students through Academic Study Centres. The electronic version of the learning resources

including the lectures, instructional material, lectures in mobile-ready formats are available freely on the `e-learning Environmental Portal` of School of Distance Education.

13. FACULTY AND SUPPORT STAFF

As per the requirement of programme faculties (internal and external) are available in adequate number. They are conducting all academic activities related to this programme.

14. EVALUATION OF LEARNER

As a part of evaluation of learner following activities are conducting at every Academic Study Centre.

- Continuation / Internal Assessment of each subject
- Conducting Tutorials
- Conducting Term End Examinations at the end of each session.
- Question Papers Sets with Multiple Choice Questions

15. COURSE STRUCTURE:

The B. Com. programme will be of three years duration consisting of six semesters and of minimum 99 credits: Semester I (18 Credits), Semester II (19 Credits), Semester III (17 Credits), and Semester IV (16 Credits) Semester V (15 Credits), and Semester VI (14 Credits). In Semester I and II there will be seven theory papers (Core and Elective Courses) and Semester III to VI, there will be six theory papers (Core and Elective Courses) . In addition, there will be one theory course (Ability enhancement or skill in enhancement course) each in Semester II, Semester III and and Semester V of 1 credits each. All 38 (Core and Elective Courses) papers will have 100 marks each out of which 30 marks will be for Continuous Assessment and 70 marks for University Examination. All Ability enhancement or skill in enhancement course will have 50 marks each out of which 20 marks will be for Continuous Assessment and 30 marks for University Examination. Thus, B. Com. Degree examination, six Semesters shall be of 3950 marks and of 99 credits altogether.
Core courses 3 credits per paper, Elective courses 2 credits per paper and Ability enhancement course/Skill enhancement course 1 credit per paper.

Sr.	Semester	Total Credits	Total Marks
1	Semester I	18	700
2	Semester II	19	750
3	Semester III	17	650
4	Semester IV	16	600
5	Semester V	15	650
6	Semester VI	14	600
	Grand Total	**99**	**3950**

A student joining B. Com. Course should note that subjects in Core Courses are compulsory. In addition, he has to offer any subject or any one group from the Elective Courses. Fundamental Course is compulsory for all the students.

The following shall be the course structure:

Semester I

Semester	Subject Type	Course Code	Title of the Paper	Credit	Exam. Hours	Maximum Marks		
						CA	Uni. Exam	Total
Semester I	Core Courses	C101	Compulsory English I	3	3	30	70	100
		C108	Financial Accounting I	3	3	30	70	100
		C104	Business Economics I	3	3	30	70	100
		C105	Geography of Resources I	3	3	30	70	100
	Elective Courses	**To choose any one of the following:**						
		C106	Business Mathematics & Statistics I	2	3	30	70	100
		C107	Computer Application in Business I	2	3	30	70	100
		To choose any one of the following:						
		C111	Corporate Law I	2	3	30	70	100
		C121	Banking and Insurance I	2	3	30	70	100
		C131	Marketing I	2	3	30	70	100
		To choose any one of the following:						
		C102	Additional English I	2	3	30	70	100
		C103	Marathi I	2	3	30	70	100

Semester II

Semester	Subject Type	Course Code	Title of the Paper	Credit	Exam. Hours	Maximum Marks		
						CA	Uni. Exam	Total
Semester II	Core Courses	C201	Compulsory English II	3	3	30	70	100
		C208	Financial Accounting II	3	3	30	70	100
		C204	Business Economics II	3	3	30	70	100
		C205	Geography of Resources II	3	3	30	70	100
	Elective Courses	**To choose any one of the following:**						
		C206	Business Mathematics & Statistics II	2	3	30	70	100
		C207	Computer Application in Business II	2	3	30	70	100
		To choose any one of the following:						
		C211	Corporate Law II	2	3	30	70	100
		C221	Banking and Insurance II	2	3	30	70	100
		C231	Marketing II	2	3	30	70	100

		To choose any one of the following:						
		C202	Additional English II	2	3	30	70	100
		C203	Marathi II	2	3	30	70	100
	Skill Enhancement Course	SEC 21	Basics of Information Technology	1	2	20	30	50

Semester III

Semester	Subject Type	Course Code	Title of the Paper	Credit	Exam. Hours	Maximum Marks		
						CA	Uni. Exam	Total
Semester III	Core Courses	C308	Corporate Accounting I	3	3	30	70	100
		C309	Communication Skills I	3	3	30	70	100
		C310	Principles of Business Management I	3	3	30	70	100
		C304	Business Economics III	3	3	30	70	100
	Elective Courses	**To choose any one of the following:**						
		C311	Corporate Law III	2	3	30	70	100
		C321	Banking and Insurance III	2	3	30	70	100
		C331	Marketing III	2	3	30	70	100
		To choose any one of the following:						
		C341	Cost & Management Accounting I	2	3	30	70	100
		C351	Business Entrepreneur-ship I	2	3	30	70	100
		C361	E-Commerce I	2	3	30	70	100
		C371	Business Administration - I	2	3	30	70	100
	Skill Enhancement Course	SEC 31	Women Empowerment & Social Justice	1	2	20	30	50

Semester IV

Semester	Subject Type	Course Code	Title of the Paper	Credit	Exam. Hours	Maximum Marks		
						CA	Uni. Exam	Total
Semester IV	Core Courses	C408	Corporate Accounting II	3	3	30	70	100
		C409	Communication Skills II	3	3	30	70	100
		C410	Principles of Business Management II	3	3	30	70	100
		C404	Business Economics IV	3	3	30	70	100
	Elective Courses	**To choose any one of the following:**						
		C411	Corporate Law IV	2	3	30	70	100
		C421	Banking and Insurance IV	2	3	30	70	100
		C431	Marketing IV	2	3	30	70	100

		To choose any one of the following:						
		C441	Cost & Management Accounting II	2	3	30	70	100
		C451	Business Entrepreneurship II	2	3	30	70	100
		C461	E-Commerce II	2	3	30	70	100
		C471	Business Administration - II	2	3	30	70	100

Environmental Studies Course Examination (S.Y.B.Com)

As per the order of Hon'ble Supreme Court of India, the course 'Environmental Studies' is compulsory for every undergraduate student. The college is implementing this module course in Environment Studies in the second year of all degree courses. There will be 2 lectures per week. The examination will be conducted at the end of Semester IV and will carry 50 marks. These marks will be converted into the grade accordingly. This grade will be mentioned in the degree grade sheet. If any student fails in this course, the result of his/her degree course will be withheld by the university.

Semester V

Semester	Subject Type	Course Code	Title of the Paper	Credit	Exam. Hours	Maximum Marks		
						CA	Uni. Exam	Total
Semester V	Core Courses	C508	Corporate Accounting III	3	3	30	70	100
		C512	International Economics I	3	3	30	70	100
	Elective Courses	**To choose any one of the following:**						
		C513	Auditing & Taxation I	2	3	30	70	100
		C504	Business Regulatory Framework I	2	3	30	70	100
		To choose any one of the following:						
		C511	Corporate Law V	2	3	30	70	100
		C521	Banking and Insurance V	2	3	30	70	100
		C531	Marketing V	2	3	30	70	100
		To choose any one Group of the following:						
		Group A						
		C541	Cost & Management Accounting III	2	3	30	70	100
		C542	Cost & Management Accounting IV	2	3	30	70	100
		Group B						
		C551	Business Entrepreneur-ship III	2	3	30	70	100
		C552	Business Entrepreneur-ship IV	2	3	30	70	100
		Group C						
		C561	E-Commerce III	2	3	30	70	100
		C562	E-Commerce IV	2	3	30	70	100
		Group D						
		C571	Business Administration - III	2	3	30	70	100
		C572	Business Administration - IV	2	3	30	70	100
		This paper is compulsory for all the students.						

	Ability enhancement course	UGF 33	Soft Skills	1	2	20	30	50

Semester VI

Semester	Subject Type	Course Code	Title of the Paper	Credit	Exam. Hours	Maximum Marks			
						CA	Uni. Exam	Practi -cal	Total
Semester VI	Core Courses	C608	Corporate Accounting IV	3	3	30	70	--	100
		C604	International Economics II	3	3	30	70	--	100
	Elective Courses	**To choose any one Subject of the following:**							
		C612	Auditing & Taxation II	2	3	30	70	--	100
		C613	Business Regulatory Framework II	2	3	30	70	--	100
		To choose any one Subject of the following:							
		C611	Corporate Law VI	2	3	30	60	10	100
		C621	Banking and Insurance VI	2	3	30	60	10	100
		C631	Marketing VI	2	3	30	60	10	100
		To choose any one Group of the following:							
		Group A							
		C641	Cost & Management Accounting V	2	3	30	60	10	100
		C642	Cost & Management Accounting VI	2	3	30	60	10	100
		Group B							
		C651	Business Entrepreneurship V	2	3	30	60	10	100
		C652	Business Entrepreneurship VI	2	3	30	60	10	100
		Group C							
		C661	E-Commerce V	2	3	30	60	10	100
		C662	E-Commerce VI	2	3	30	60	10	100
		Group D							
		C671	Business Administration V	2	3	30	60	10	100
		C672	Business Administration VI	2	3	30	60	10	100

Note: Skill Enhancement Courses / Ability Enhancement Courses will be provided as Massive Open Online Courses (*MOOCs*)

16. UNIVERSITY TERMS:

The dates for the commencement and conclusion of the first and the second terms of each year shall be fixed by the University authorities. The terms can be kept by students, who have registered their names with the University.

17. SCHEME OF EXAMINATION:

The assessment of regular students of Bachelor of Commerce (B. Com.) course in the academic session 2019-20 and thereafter shall be based on-

a. University Examination (UE)
b. Internal Assessment (IA)
c. Choice Based Credit System and
d. Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) System

A) University Examination (UE):

The university examination will be held at the end of each term of first, second and third year; which shall be called 'University Examination' (UE). For each paper of 100 marks, there will be Internal Assessment (IA) of 30 marks and the UE of 60 marks at the end of each semester. (Marks obtained in UE out of 60 will be converted into 70 marks proportionately) The UE of each subject will be of 60 marks and three hours duration. Required credits will be given to a student who secures at least 40% marks allotted to each paper. A candidate who does not pass the examination in any subject or subjects in one semester will be permitted to reappear in such failed subject or subjects along with the papers of following semesters.

B) Internal Assessment (IA):

The Internal Assessment (IA) for each paper will be of 30 marks. It may be in the forms as follows:

a) Home Assignment/Tutorial/Test/Presentation 30 Marks

18. STANDARD OF PASSING:

For all courses, both UE and IA constitute separate heads of passing. In order to pass in such courses and to earn the assigned credits, a student must obtain a minimum grade point of 5.0 (40% marks) at UE and also a minimum grade point of 5.0 (40% marks) at IA.

Even a student fails in IA, he/she shall be declared 'pass' in the course provided he/she obtains a minimum of 25% in IA and GPA for the course is at least 6.0 (50% in aggregate). The GPA for a course will be calculated only if the student passes at the UE.

A student who fails at UE in a course has to reappear only at UE as a backlog candidate and clear the head of passing. Similarly, a student who fails in a course at IA has to reappear only at IA as a backlog candidate and clear the head of passing.

The 10-point scale Grades and Grade Points according to the following table.

Range of Marks (Out of 100)	Grade	Grade Point
$80 \leq$ Marks ≤ 100	O	10
$70 \leq$ Marks < 80	A+	9
$60 \leq$ Marks < 70	A	8
$55 \leq$ Marks < 60	B+	7
$50 \leq$ Marks < 55	B	6
$40 \leq$ Marks < 50	C	5

Marks < 40	D	0

The performances at UE and IA will be combined to obtain the Grade Point Average (GPA) for the course. The weights for performance at UE and IA shall respectively be 60% and 40%.

GPA is calculated by adding the UE marks out of 60 and IA marks out of 40. The total marks out of 100 are converted to grade point, which will be the GPA.

19. FORMULA TO CALCULATE GRADE POINTS (GP):

Suppose that '*Max*' is the maximum marks assigned for an examination or evaluation based on which GP will be computed. In order to determine the GP, Set $x = Max / 10$ (since we have adapted 10-point system). Then GP is calculated by the formulas shown as below.

Range of Marks at the evaluation	Formula for the Grade Point
$8x \leq$ Marks $\leq 10x$	10
$5.5x \leq$ Marks $< 8x$	Truncate (Marks/x) +2
$4x \leq$ Marks $< 5.5x$	Truncate (Marks/x) +1

Two kinds of performance indicators, namely, the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a student in all the courses in a particular semester, while the CGPA measures the cumulative performance in all courses since his/her enrolment to the course. The CGPA of learner when he/she completes the programme is the final result of the learner.

The SGPA is calculated by the formula SGPA= $\frac{\sum Ck \times GPk}{\sum Ck}$, where C_k is the credit-value assigned to a course and GP_k is the GPA obtained by the student in the course. In the above, the sum is taken over all the courses that the student has undertaken for the study during the semester, including those in which he/she might have failed or those for which he/ she remained absent. The SGPA shall be calculated up to two decimal place accuracy.

The CGPA is calculated by the formula CGPA=$\frac{\sum Ck \times GPk}{\sum Ck}$, where C_k is the credit-value assigned to a course and GP_k is the GPA obtained by the student in the course. In the above, the sum is taken over all the courses that the student has undertaken for the study from the time of his/her enrolment to the course and also the during the semester for which CGPA is calculated, including those in which he/she might have failed or those for which he/she remained absent. The CGPA shall be calculated up to two decimal place accuracy.

The Formula to compute equivalent percentage marks for specified CGPA:

% Marks (CGPA) =	10 × CGPA – 10	if 5.00 ≤ CGPA ≤ 6.00
	5 × CGPA+ 20	if 6.00 ≤ CGPA ≤ 8.00
	10 × CGPA – 20	if 8.00 ≤ CGPA ≤ 9.00
	20 × CGPA – 110	if 9.00 ≤ CGPA ≤ 9.50
	40 × CGPA – 300	if 9.50 ≤ CGPA ≤ 10.00

20. AWARD OF HONORS:

A student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honors are given below.

Range of CGPA	Equivalent Range of Marks (%)	Final Grade	Performance Descriptor	Final Class
9.50 ≤CGPA≤ 10.00	80 ≤ Marks ≤ 100	O	Outstanding	

9.00 ≤CGPA≤ 9.49	70 ≤ Marks < 80	A+	Excellent	First Class with Distinction
8.00 ≤CGPA≤ 8.99	60 ≤ Marks < 70	A	Very Good	First Class
7.00 ≤CGPA≤ 7.99	55 ≤ Marks < 60	B+	Good	Higher Second Class
6.00 ≤CGPA≤ 6.99	50 ≤ Marks < 55	B	Average	Second Class
5.00 ≤CGPA≤ 5.99	40 ≤ Marks < 50	C	Satisfactory	Pass Class
CGPA Below 5.00	Marks Below 40	F	Fail	Fail

A candidate shall be permitted to proceed further from Semester I to Semester IV irrespective of his/her failure in any of the Semester examinations subject to the condition that the candidates should register for all the backlog subjects of earlier semesters along with current (subsequent) semester subjects. However, he/she should have cleared all the papers at F. Y. B. Com Semester I and II when he/she admits to T. Y. B. Com. Semester V.

21. GRACING:

The gracing shall be done as per existing rules of the University.

22. VERIFICATION AND REVALUATION:

There is provision for verification and revaluation of the result. A student can apply for the verification and revaluation of the result within two weeks from the declaration of the results with the prescribed fee. The verification and revaluation shall be done as per the existing rules of the University.

23. FORMAT OF THE TRANSCRIPT:

The student will be given a transcript indicating his/her performance at the end of every semester examination. The transcript shall be given as per the following table along with other necessary details:

Course No.	Course Name	No. of Credits	University Examination		Internal Assessment		Grade Point Average	Result
			Grade	Grade Point	Grade	Grade Point		
1								
2								
3								
4								
5								
6								
Total Cumulative Credits Completed			SGPA		CGPA		Equivalent Marks (%)	
Note: GPA is calculated by adding the UE marks out of 70 and IA marks out of 30. The total marks out of 100 are converted to Grade Point, which will be the GPA.								

24. GRADE/CLASS IMPROVEMENT:

The rules regarding the improvement of the grade/class of B. Com. course will be as per notification of Bharati Vidyapeeth Deemed University which is as follows:

1. The candidate who has passed B. Com. degree examination of this university with the final grade/class as shown in column number 1 and who desires to improve the grade/class as shown in column number 2 below will be permitted at his/her option to appear for the same examination without being required to keep any terms.

Column No. 1	**Column No. 2**
Final Grade: ‘C’ or ‘B’ or ‘B+’ or ‘A’ or ‘A+’ as the case may be	‘B’ or ‘B+’ or ‘A’ or ‘A+’ or ‘O’ as the case may be
OR	OR

Final Class: 'Pass Class' or 'Second Class' or 'Higher Second Class' or 'First Class' as the case may be	'Second Class' or 'Higher Second Class' or 'First Class' or 'First Class with Distinction' as the case may be

For improvement of grade/class, the candidate will be required to apply and allowed to appear only for the theory examinations.

2. A candidate shall have to reappear for minimum 1/3 and/or maximum of all the theory papers at a time, on which the final grade/class is awarded. Candidate should ensure that the examination time table for the subject he is appearing will not clash.
3. Performance of the candidates reappearing for the subject less than 1/3 of the total theory examinations mentioned above will not be considered. However, his/her appearance will be counted as an attempt.
4. If the candidate, who has reappeared for the final year examination under the provisions for his/her final grade/class, is successful in improving his/her final grade/class by such reappearance, he/she will have to surrender to the university the original degree and the grade sheet that he/she had obtained in that course/subject. Unless original degree and the grade sheet are returned to the university by the candidate, the new degree certificate and the grade sheet cannot be issued to the candidate. In the revised degree certificate/ grade sheet to be given to the candidate a mention will be made of the fact that he/she improved his/her grade/class under class improvement attempt.
5. A candidate appearing for the improvement of the final grade/class shall not be entitled to get benefit of any other rules/orders of the university regarding condonation /grace marks.
6. A candidate appearing for the improvement of the final grade/class shall not be entitled to get any prize/medal/scholarship/award etc.
7. A candidate who has reappeared for the above examination/s under the provision fails to improve his/her final grade/class; his/her performance at such reappearance at such reappearance shall be ignored.
8. If the candidate makes no improvement in the final grade/class, then earlier performance will be retained.
9. A candidate will be allowed to reappear for the examination for improvement of the final grade/class within a period of four years / 8 semester from the date of his/her passing the degree examination.
10. The candidate will be given maximum of three attempts for the improvement of his/her final grade/class.
11. The candidate who desires to apply for improvement of the final grade/class should submit his/her application form for improvement of the final grade/class from the College through which he/she has undergone the course. Form should be submitted for improvement before 31st August for the Winter Session (October/November examination) and 28th February for Summer Session (April/May examination). No form for improvement of the final grade/class shall be accepted after the prescribed dates for the respective/corresponding examination session.
12. Revised grade/class sheet will be issued with remark **'Under improvement attempt'**.

BHARATI VIDYAPEETH
(DEEMED TO BE UNIVERSITY), PUNE (INDIA)

B.Com (CBCS) SDE 2019 Course Semester I, II, III & IV Regular
Nature of Question Paper

Q.1	**Broad answer type question.**	**(12)**
	OR	
	Broad answer type question.	
Q.2	**Attempt any Two of the following:(2/3)**	**(12)**
A)		
B)		
C)		
Q.3	**Attempt any Two of the following:(2/3)**	**(12)**
A)		
B)		
C)		
Q.4	**Attempt any Three of the following:(3/4)**	**(12)**
A)		
B)		
C)		
D)		
Q.5	**Write short-notes on any Three of the following:(3/4)**	**(12)**
A)		
B)		
C)		
D)		

* * *

F. Y. B. Com. CBCS (2019 Course)
Semester -I

C101 Compulsory English - I

Total Credits -03

A. Objectives:

a) To encourage and enable the students to read the various types of texts on their own and discuss them among peers.
b) To develop competence among the students for self-learning.
c) To develop their communicative skills and their proficiency in English language.
d) To make students aware of the different communicative skills.
e) To prepare them to function effectively in their future professions.

Prescribed Text: ***Views & Visions: An English Coursebook for Undergraduates*** *by* Orient BlackSwan

Semester-I

Prose:

1. Towards Universal Brotherhood — *Rashtrasant Tukdoji Maharaj*
2. Buddha, 'The Enlightened One' — *Max Eastman*
3. How Wealth Accumulates and Men Decay — *George Bernard Shaw*
4. The Romance of a Busy Broker — *O. Henry*
5. Kalpana Chawla — Anonymous

Poetry:

1. Where the Mind is Without Fear — *Rabindranath Tagor*
2. A Psalm of Life — *H.W. Longfellow*
3. Mirror — *Sylvia Plath*
4. Lord Ullin's Daughter — *Thomas Cambell*
5. Curious Mishaps — *Vikram Seth*

Grammar, Usage and Composition:

1. Articles 2. Prepositions 3. Tense

4. Kinds of Sentences 5. Transformation of Sentences

(Note: All the units as covered in the prescribed text.)

* * *

F. Y. B. Com. CBCS (2019 Course)
Semester I
C108: Financial Accounting I

Total Credits -03

Objectives:

1. To impart the knowledge of various accounting concepts.
2. To instil the knowledge about accounting procedures, methods and techniques.

1. Financial Accounting and Accounting Standards

1.1 **Financial Accounting:** Nature, Scope and Limitations of Financial Accounting

1.2 **Accounting Standards Issued by ICAI**: Accounting Standards: Concepts, Benefits, Procedures for Issue of Accounting Standards
Various AS :

i. **AS-1: Disclosure of Accounting Policies:** Purpose, Areas of Policies, Disclosure of Policies, Disclosure of Change in Policies, Illustrations

ii. **AS-2: Valuation of Inventories (Stock):** Meaning and Definition, Applicability, Measurement of Inventory, Disclosure in Final Account, Explanation with Illustrations

iii. **AS-9: Revenue Recognition:** Meaning and Scope, Transactions excluded, Sale of Goods, Rendering of Services, Effects of Uncertainties, Disclosure, Illustrations

2. Dissolution of Partnership Firm

2.1 Meaning, Modes of the Dissolution of Firm
2.2 Accounting Entries and Ledger Accounts
2.3 Insolvency of Partners
2.4 Settling the Capital Accounts According to Garner vs. Murray Principle

3. Piecemeal Distribution of Cash

3.1 Meaning and Order of Payment
3.2 Preparation of Piecemeal Distribution Statement under Surplus Capital Method
3.3 Preparation of Piecemeal Distribution Statement under Maximum / Notional Loss Method

4. Conversion of a Partnership firm into Limited Company

4.1 Introduction, Objectives and effects
4.2 Methods of Calculation of Purchase Consideration
i) Net Assets Method ii) Net Payment Method
4.3 Accounting procedure in the books of partnership firm and Balance Sheet of New Company

Recommended Books

1.	Financial Accounting	Mukharjee A., Hanif M. (Tata McGraw Hill Publishing Company Ltd., New Delhi)
2.	Financial Accounting	Maheshwari SN, Maheshwari SK (Vikas Publishing House Pvt. Ltd.)
3.	Financial Accounting	Tulsian PC (Tata McGraw Hill Publishing Company Ltd., New Delhi)
4.	Advanced Accounting	Jain SP,Narang KN (Kalyani Publishers, New Delhi)
5.	Advanced Accounting	Gupta RL, Radhaswamy M (Sultan Chand & Sons, New Delhi)
6.	Advanced Accounting	Shukla MC,Grewal SP (S.Chand&Co.Ltd.,New Delhi)

F.Y.B.Com.: (CBCS 2019 Course)
Semester-I
C104: Business Economics-I

Total Credits -03

Objectives –

1) To help the students to understand the basic concept of economics
2) To apply economic analysis in the formulation of business policies
3) To use economic reasoning to problems of business

1. Introduction

1.1Meaning, Nature and Scope of Business Economics
1.2 Distinction between micro and macro economics
1.3Basic economic problems of an economy
1.4 Market mechanism-Functions and limitations

2. Demand and Supply Analysis

2.1 Law of Diminishing Marginal Utility
2.2 Meaning and concept of Demand
2.3Determinents of demand
2.4 Law of Demand and exceptions to it
2.5 Elasticity of demand
A) Price B) Income and C) Cross Elasticity of demand
2.6 Measurement of elasticity of demand
2.7 Meaning and concept of Supply
2.8 Law of Supply

3. Cost and Revenue Analysis

3.1 Types of costs
A) Fixed B) Variable C) Average D) Marginal
E) Total F) Opportunity Cost
3.3 Internal and External Economies and Diseconomies
3.4 Short Run and Long Run Cost Curve
3.5 Types of revenue
A) Average B) Marginal C) Total Revenue

Reference Books

1. Textbook of Economic Theory - Stonier and Hague; Longman Green and Co., London.
2. Introduction to Positive Economics - Richard G. Lipsey
3. Business Economics (Micro) - Dr. Girijashankar; Atharva Prakashan, Pune
4. Micro Economics - M. L. Seth
5. Micro Economics - M. L. Jhingan; Vrinda Publications, New Delhi.
6. Managerial Economics - Theory and Application - D. M. Mithani
7. Business Economics – Dr. Girija Shankar – Atharv Publication, Pune
8. Business Economics – Adhikari M. Excel Books, New Delhi
9. Understanding Microeconomics- Robert L. Helibroner and Lester C. Thurow. Prentice Hall International Inc. London
10. Micro Economic Theory An Analytical Approach – J M Joshi and R. Joshi Wishwa Prakashan (Division of Wiley Eastern Limited) N. Delhi
11. Business & Managerial Economics Sampat Mukherjee. New Central Book Agency, Calcutta

F. Y. B. Com. CBCS (2019 Course)

SEMESTER-I

C-105: GEOGRAPHY OF RESOURCES-I

Total Credits -03

Objectives:

1) To understand the scope and content of Geography of Resources in relation to spatial distribution of Agricultural, Forest resources and Industrial production.
2) To acquaint the students about dynamic aspects ofGeography of Resources.
3) To acquaint the students about the dynamic nature of industrial field in India.
4) To make the students of Commerce aware about the relationship between the Geographical factors and Economic activities.

1. Introduction

1.1 Definition,
1.2 Nature & Scope of Geography of Resources
1.3 Approaches to the study of Geography of Resources
1.4 Importance of geography of resources

2. Geographical Environment &Commerce

2.1 Physical Environment
2.2 Factors of Physical Environment
2.3 Relationship between Physical Factors & Economics activities of man.
2.4 Cultural Environment
2.5 Factors of Cultural Environment
2.6 Determinism &Posibilism

3. Resources

3.1 Meaning, nature & use of Resources
3.2 Types of Forests, their characteristics, distribution & importance.
3.3 Farming – Role of Agriculture in Indian economy.
3.4 Types of Farming – Subsistence & Commercial Farming
3.5 Shifting cultivation, Plantation farming, Truck farming
3.6 Non – conventional Energy Resource – Sun, Wind & Sea-waves

4. Population

4.1 Levels of Population – Optimum population, Over Population & Under population
4.2 Population characteristics of India.

Recommended Books

1. **Resource and Enviorment.KumbhareArun;PyalPublication (P.5to 168)**
2. Commercial Geography – Prof. Mrs. P.N.Padey.Nirali Publication; topic 1,2,3,4.
3. Agricultural Geography – Morgan W.B. &Munton J:J.C.
4. Economic Geography – Wheeler J.O.
5. Economic Geography – H. Robinson.
6. Commercial Geography – Prof. Mrs. P.N.Padey.
7. Commercial Geography – Prof.Ahirrao

F.Y.B.Com: CBCS (2019 Course)
Semester I
C-106: Business Mathematics & Business Statistics I

Total Credits -02

Business Mathematics

Objectives:

1. To prepare for competitive examinations
2. To understand the concept of shares and to calculate Dividend
3. To understand the concept of population and sample.
4. To use frequency distribution to make decision.
5. To understand and to calculate various types of averages.
6. To understand the concept and techniques of different types of index numbers.
7. To understand the concept and application of profit and loss in business.

1.Pre-requisites

1.1 Natural Numbers and Integers.
1.2 H.C.F and L.C.M.
1.3 Fractions- addition, subtraction multiplication and division of two or more fractions.
1.4 Laws of Indices
1.5 Ratio and Percentage
1.6 Proportion and partnership.

2.Profit and Loss :

2.1Cost price, selling price, profit on cost price, Loss on cost price,
2.2Problems involving discounts and / or commission are expected.

3.Shares and dividends

3.1Concept of Shares, face value, market value, Net Asset Value
3.2Equity Shares and Preference, shares
3.3Dividend
3.4Bonus Shares
3.5Examples

Business Statistics

4 Scope of Statistics and Population and Sample

4.1 Definition and concept of Statistics
4.2 Scope of Statistics in Economics, Management Science and Industry
4.3 Concept of Population and Sample
4.4 Methods of Sampling: Simple Random Sampling and Stratified Random Sampling (Description of procedures only)

5 Measures of central tendency

5.1 Variables Qualitative and Quantitative, Raw data, Classification of data,
5.2 Frequency distribution, cumulative frequency distribution,
5.3 Histogram (finding mode graphically) Ogive curves and its uses.
5.4 Measures of central tendency: Mean, Median mode for ungrouped and Grouped data.
5.5 Examples

6 Index number

6.1 Concept of Index Number
6.2 Construction of Price Index Number
6.3 Laspeyre's, Paasche's and Fisher's Method
6.4 Family Budget and Aggregate Expenditure Method
6.5 Concept of – Cost of Living /Consumer Price Index Number, SENSEX and NIFTY
6.6 Examples

Recommended Books:

1. Practical Business Mathematics by S.A.Bari (New Literature Publishing Company)
2. Business Mathematics by V.K.Kapoor (Sultan Chand and Sons)
3. Fundamentals of Statistics by S.C.Gupta (Himalaya Publishing House)
4. Basic Statistics by B.L.Agrawal (New Age International Publishers)
5. Statistical Methods by S.P.Gupta (Sultan Chand and Sons)

F. Y. B. Com. CBCS (2019 Course)

Semester I

C- 107: Computer Application in Business- I

Total Credits -02

Objectives:

1. Introduce candidates to typical applications software used in business and finance.
2. Introduce the types of costs and benefits of applications software together with common issues in its implementation.
3. Explore the role of applications software through case studies from the finance and retail sectors.

1 Introduction:

Computer definition, uses, block diagram, functions of ALU, input/output, scanner, plotter, keyboard, mouse, MICR, bar decoder, OCR, joystick, monitor, printer, memory unit and CPU.

2 Software:

Software types, compilers, interpreter, assembler, linker, loader, high level and low-level languages. Files-types and operations, indexed, sequential and hashed organization. Sorting, merging, indexing and updating functions, concept of a file allocation table.

3 Operating System

Operating system concept, types-timesharing, batch processing, multiprogramming, real-time; functions of operating systems – Introduction to file management, detailed study of DOS and Windows.

4 Networking

Data communication concepts, classification, communication media, LAN, Wan, Man, Internet, Intranet, Extranet , and their efficient use. Introduction to internet & email, E-commerce

5 Study of Office

Study of office 2000(MS-Word, MS-Power Point, MS-Excel)

Recommended Books:

1. Computer Fundamentals - P.K. Sinha.
2. Introduction to Computers - Peter Norton.

F. Y. B. Com. CBCS (2019 Course)

Semester I

C111: CORPORATE LAW I

Total Credits -02

Objective: To provide basic knowledge of the provisions of the Companies Act 2013.

1 Development of company law in India

1.1 Historical Development
1.2 Commencement and application
1.3 Development of company law administration
1.4 Introduction of Corporate Social Responsibilities of company
1.5 Difference between Company Act 1956 & 2013

1. Company

2.1 Definitions and characteristics
2.2 Kinds of companies
2.3 Exemptions and privileges available to all private companies
2.4 Distinction between private and public company
2.5 Corporate Veil
2.6 Subsidiary company not to hold shares in its holding company

3. Formation of a company

3.1 Objects of forming a company
3.2 Stages in the formation of a company
3.3 Incorporation stage
3.4 Minimum capital subscription stage
3.5 Commencement of business stage
3.6 Formation of companies with charitable objects

4. Memorandum of association

4.1 Definition and importance
4.2 Form of memorandum.
4.3 Contents of the memorandum (name clause, domicile clause, object clause, liability clause, capital clause and association clause)
4.4 Procedure for alteration of memorandum of association

5. Articles of association

5.1 Definition
5.2 Contents of articles
5.3 Procedure for alteration of articles
5.4 Distinction between memorandum and articles of association.
5.5 Table 'A'

Recommended Books

1.	Company Law	Singh Avtar
2.	Modern Indian Company Law	M.C. Kuchchal
3.	Company Law	N.D.Kapoor
4.	Guide to Companies Act	Ramaiya
5.	Company Law	Bagrial

F.Y.B.Com.: (CBCS 2019 Course)
Semester-I
C 121: Banking & Insurance-I

Total Credits -02

Objectives:

- This course enables the students to know the fundamentals of banking and with special reference to India.
- To make the students aware of banking business and practices.
- To give thorough knowledge of banking operations.

1. Introduction

1.1 Origin of the word 'Bank'
1.2 Meaning and definition of bank
1.3 Evolution of banking in India
1.4 Role of banking in economic development
1.5 Structural classification-Branch banking, Unit Banking

2. Functions of Bank

2.1 Primary Functions
a) Accepting deposits: Demand deposits-Saving and Current
Time deposits-Recurring and Fixed deposits
b) Granting Loans and Advances- Term Loan, Cash Credit, Short term credit, Overdraft
2.2 Secondary Functions
a) Agency functions- Payment and Collection of Cheques, Purchase and Sale of Securities, Act as trustees, Executor, Act as correspondent etc.
b) General Utility Services-Safety locker facility, Transfer of money, Travellers cheques, Gift cheques, Pension Payments, ATM Facility, Credit Cards
2.3 Functional Classification- Agricultural, Industrial, Central, Co-operative banks

3. Procedure for opening and operating of deposit account

3.1 Procedure for opening of deposit account: Know Your customer Norms (KYC Norms), Application form, Proof of residence, Specimen signature and Nomination
3.2 Procedure for opening of deposit account: Pay in slip book, Withdrawal slip, Issue of Cheque book, Issue of pass book and Closure account

4. Banker and Customer Relationship

4.1 Types of Customers- Minor, Illiterate Person, Married Women, Lunatic, Drunkards and Joint Account
4.2 Methods of remittance- Demand Drafts, Mail Transfer, Electronic Fund transfer and Bankers Cheques

Reference Books

- Practice and Law of banking-G.S. Gill
- Banking: Law and Practice-P.N. Varshney
- Banking Theory and Practice- E.gordon, K. Talraj
- Banking and financial system- Vasant Desai
- Banking Theory and Practice-K.C.Shekhar
- Banking Theory and Practice-Prof.Mugle
- Fundamentals of banking- Dr. Rita Swami
- Banking and Finance-Mr.Azar Khan
- Banking and Finance-Dr. Mukund Mahajan

F. Y. B. Com. CBS (2019 Course)
Semester I
C131 - MARKETING-I

Total Credits -02

Objectives:
his course enables the students to understand:

A) The basic concept of Marketing and its functions.
B) Basic concept of Market and Evolution of Marketing.
C) Marketing Organisation and
D) Marketing Mix and Marketing Environment.

1. **Marketing and its Functions:**
   Meaning, definition and objectives of Marketing
   Importance of marketing
   Functions of marketing:
   Buying, Assembling, Selling
   Standardization and Grading
   Storage, Transportation, Marketing Risks.
2. **Evolution, concepts and classification of markets:**
   Evolution of marketing in India
   Stages in Evolution
   Traditional and Modern concepts of Marketing
   Market:
   Meaning and features of Market
   Types of market as per geographical area, time, importance, products, customers etc.
3. **Marketing Organization:**
   Meaning and importance of Marketing Organization
   Essentials of sound marketing organization
   Principles of Marketing Organization
   The Organization Structure
   Types of Organization Structure
   Marketing executive/manager and his functions.
4. **Marketing Mix and Marketing Environment:**
   Meaning of the concept of Marketing Mix
   Marketing system and Marketing Mix
   Elements of Marketing Mix
   Marketing Organization and its Environment
   Internal controllable factors
   External controllable factors
   Demographic, economic, political, social, technological, ecological.

Books Recommended:-

1. Modern Marketing Management(India Context) By Dr.R.S.Davar.
2. The Practical Approach to Marketing Management By Stepheu Morse
3. Marketing Management in Indian Perspective By S.M. Jha & L.P.Singh
4. Marketing Management By S.A.Sherlekar.
5. Marketing Management By Philip Kotler
6. Industrial Marketing By Ralph Alexander, James Cross & Rochard Hill
7. An Introduction to Marketing By D. Amarchand and Varadharjan
8. Marketing Research Overview By S.A. Chunawalla
9. Marketing Management By C.B.Mamoria, R.K.Suri, Satish Mamoria .

F. Y. B. Com. CBCS (2019 Course)
Semester I
Additional English-I

Total Credits -02

Objectives

a) To expose students to a good blend of old and new literary extracts having various themes those are entertaining, enlightening and informative so that they realize the beauty and communicative power of English

b) To make students aware of the cultural values and the major problems in the world today

c) To develop literary sensibilities and communicative abilities among the students

Prescribed Text:

Modern Trailblazers,**Published by Orient Black Swan**

Semester-I

Course Content

1 Akio Morita
2 Dhirubhai Ambani
3 G.D. Naidu
4 G.R. Gopinath
5 Ramchandrarao Kirloskar and Laxmanrao Kirloskar
6 Louis Braille
7 Mallika Srinivasan
8 Muhammad Yunus

(Note: All the units as covered in the prescribed text.)

F.Y.B.COM: (CBCS 2019 Course)
Semester-I
C 103: Marathi - I

उद्दिष्टे :

१. विद्यार्थ्यांची वाचन व लेखन क्षमता विकसित करणे.
२. नेमलेल्या कलाकृतींच्या संदर्भात साहित्य परंपरेचा स्थूल परिचय करून देणे.
३. प्रसार माध्यमांचे समाजातील उपयोजन समजावून देणे.
४. विद्यार्थ्यांमध्ये वाङ्:मयीन अभिरुची विकसित करणे.

Total Credit :- 02

घटक विश्लेषण :

व्यक्तिचित्र / कथासंग्रह / विनोदी लेखन / आत्मचरित्र /प्रवास वर्णन या वाङ्मयप्रकारांपैकी एका प्रकारातील साहित्यकृती.
माती, पंख आणि आकाश-ज्ञानेश्वर मुळे, नवसाहित्य बुकस्टॉल, बेळगांव.

१. आत्मचरित्र / आत्मकथन या वाङ्मयप्रकाराची वैशिष्ट्ये व मर्यादा
२. **माती, पंख आणि आकाश** - रसस्वाद व विश्लेशण
३. निबंधलेखन - वैचारिक / प्रासंगिक महत्त्वाचे / व्यापार-उद्योग-अर्थविषयक

संदर्भ - साहित्य

१. आत्मचरित्रमीमांसा - डॉ. आनंद यादव, मेहता प्रकाशन, पुणे.
२. उपयोजित मराठी - संपा. डॉ.केतकी मोडक,संतोष शेणई, सुजाता शेणई, पद्मगंधा प्रकाशन,पुणे.
३. व्यावहारिक मराठी - डॉ. कल्याण काळे, डॉ. द. दि. पुंडे - निराली प्रकाशन, पुणे.
संकलन - भाषा संचालनालय, महाराष्ट्र शासन

* * *

F. Y. B. Com. CBCS (2019 Course)

Semester -II

C 201 Compulsory English - II

Total Credits -03

A. Objectives:

a) To encourage and enable the students to read the various types of texts on their own and discuss them among peers.
b) To develop competence among the students for self-learning.
c) To develop their communicative skills and their proficiency in English language.
d) To make students aware of the different communicative skills.
e) To prepare them to function effectively in their future professions.

Prescribed Text: ***Views & Visions: An English Coursebook for Undergraduates*** *by* Orient BlackSwan

Semester-II

Prose:

1. The Task of Education — *Vinoba Bhave*
2. A Letter by Hazlitt to His Son — *William Hazlitt*
3. The Bet — *Anton Chekov*
4. Curious Mishaps — *Vikram Seth*
5. Refund — *Fritz Karinthy*

Poetry:

1. Polonius to Laertes — *William Shakespear*
2. No Men are Foreign — *James Kirkup*
3. Stopping by Woods on a Snow Evening — *Robert Frost*
4. The Golden Pitcher — *Acharya Vidyasagar Maharaj*

Grammar, Usage and Composition:

1. Degrees of Comparison
2. One-word Substitution
3. Synonyms and Antonyms
4. Paragraph Writing
5. Reading Comprehension
6. Summarizing

(Note: All the units as covered in the prescribed text.)

F. Y. B. Com. CBCS (2019 Course)

Semester II

C208: FINANCIAL ACCOUNTING II

Total Credits -03

Objectives:

1. To impart the knowledge of various accounting concepts.
2. To instil the knowledge about accounting procedures, methods and techniques.
3. To familiarize with the fundamentals of computerized system of accounting.

1. Accounting in Computerised Environment

1.1 An Overview of Computerised Accounting System
1.2 Salient Features and Significance
1.3 Concept of Grouping of Accounts
1.4 Accounting Packages and Consideration for their Selection

2. Royalty Accounts (Excluding Sub-lease)

2.1 Meaning, Types of Royalties, Parties in Royalty Accounts
2.2 Minimum Rent, Short Workings, Recoupment of Short Workings
2.3 Journal Entries in the Books of Landlord and Lessee
2.4 Preparation of Ledger Accounts in the Books of Both the Parties

3. Hire Purchase and Instalment System (Excluding H.P. Trading Account)

3.1 Basic Concepts, Distinction between Hire Purchase and Instalment System
3.2 Calculation of Interest and Cash Price
3.3 Accounting for Hire Purchase Transactions by Asset Purchase Method based on Full Cash Price
3.4 Journal Entries and Ledger Accounts in the Books of Purchaser and Seller

4. Depreciation Accounting

4.1 Meaning, Causes and Objectives of Depreciation
4.2 Accounting Treatment including Provision for Depreciation Accounting
4.3 Methods of Depreciation: i) Annuity Method ii) Sinking Fund Method
4.4 Journal Entries and Ledger Accounts
4.5 Change of Method as per revised AS-6

Recommended Books

1.	Financial Accounting	Mukharjee A., Hanif M. (Tata McGraw Hill Publishing Company Ltd., New Delhi)
2.	Financial Accounting	Maheshwari SN, Maheshwari SK (Vikas Publishing House Pvt. Ltd.)
3.	Financial Accounting	Tulsian PC (Tata McGraw Hill Publishing Company Ltd., New Delhi)
4.	Advanced Accounting	Jain SP, Narang KN (Kalyani Publishers, New Delhi)
5.	Advanced Accounting	Gupta RL, Radhaswamy M (Sultan Chand & Sons, New Delhi)
6.	Advanced Accounting	Shukla MC, Grewal SP (S. Chand & Co. Ltd., New Delhi)
7.	The Chartered Accountant	Journal of the Institute of Chartered Accountants of India

F.Y.B.Com.: (CBCS 2019 Course)
Semester-II
C204: Business Economics –II

Total Credits -03

Objectives –

1) To help the students to understand the basic concept of economics
2) To apply economic analysis in the formulation of business policies
3) To use economic reasoning to problems of business

1. Market Structure

1.1 Characteristics and Pricing theory (short-run and long-run) under condition of
- A) Perfect Competition
- B) Monopolistic Competition
- C) Monopoly- Price Discrimination

1.2 Selling Cost
1.3 Oligopoly – Definitions and characteristics
1.4 Duopoly – Definitions and characteristics

2. Factor Pricing

2.1 Rent –
- i) Concept of economic Rent
- ii) Ricardian Theory of Rent
- iii) Modern Theory of Rent

2.1 Wage –
- i) Concept of Wages (Real and Money Wage)
- ii) Backward sloping supply curve
- iii) Collective Bargaining
- iv) Modern Theory of Wage

2.3 Interest –
- i) Concept of Interest
- ii) Loanable Fund Theory
- iii) Liquidity Preference Theory of Interest

2.3 Profit –
- i) Concept of Profit
- ii) J. B. Clark's Dynamic Theory of Profit
- iii) Innovation Theory of Profit
- iv) Risk and Uncertainty Bearing Theory of Profit

Reference Books

1. Textbook of Economic Theory - Stonier and Hague; Longman Green and Co., London
2. Introduction to Positive Economics - Richard G. Lipsey
3. Business Economics (Micro) - Dr. Girijashankar; Atharva Prakashan, Pune
4. Micro Economics - M. L. Seth
5. Micro Economics - M. L. Jhingan; Vrinda Publications, New Delhi
6. Managerial Economics - Theory and Application - D. M. Mithani
7. Business Economics – Dr. Girija Shankar – Atharv Publication, Pune
8. Business Economics – Adhikari M. Excel Books, New Delhi
9. Understanding Microeconomics- Robert L. Helibroner and Lester C. Thurow. Prentice Hall International Inc. London

F. Y. B. Com CBCS Course 2019

SEMESTER-II

C-205: GEOGRAPHY OF RESOURCES-II

Total Credits -03

Objectives

1) To understand the scope and content of Geography of Resources in relation to spatial distribution of Agricultural, Forest resources and Industrial production.
2) To acquaint the students about dynamic aspects ofGeography of Resources.
3) To acquaint the students about the dynamic nature of industrial field in India.
4) To make the students of Commerce aware about the relationship between the Geographical factors and Economic activities.

1 Industries

1.1 Role of Industries in Economic development

1.2 Factors of Industrial location

1.3 Weber's Theory of Industrial location

1.4 Major Industrial regions of India

1.5 Iron and Steel Industry of India

1.6 Cotton textile Industry of India

1.7 Engineering Industry of India.

2 Transportation

2.1 Need & importance of Transportation

2.2 Commercial development

2.3 Comparison of various modes of transportation and Cost of transportation.

3 Trade & Tourism

3.1 Geographical factors affecting International Trade

3.2 India's foreign trade

3.3 Geographical factors influencing Tourism

3.4 Economic importance of Tourism

3.5 Tourist Industry of India

4. **Cartographic Techniques**

4.1 Line Graph

4.2 Bar Graph

4.3 Dot Method

4.4 Choropleth Method

4.5 Divided Circle Method

* Teachers are supposed to arrange study-tours

Reference :

1. . **Resource and Enviorment.KumbhareArun;Pyal Publication (P.5to 1680)**
2. Commercial Geography – Prof. Mrs. P.N.Padey.NiraliPublication;All topics
3. Economic Geography – Alexander J.
4. Economic Geography – Jones &Darkenwald.
5. Agricultural Geography – Morgan W.B. &Munton J:J.C.
6. Economic Geography – Wheeler J.O.
7. Economic Geography – H. Robinson.
8. Commercial Geography – Prof. Mrs. P.N.Padey.
9. Commercial Geography – Prof.Ahirrao30

F.Y.B.Com: CBCS (2019 Course)
Semester II
C-206: Business Mathematics & Business Statistics II

Business Mathematics

Total Credits -02

Objectives

1. To prepare for competitive examinations
2. To understand the concept of simple interest, compound interest and the concept of EMI.
3. To understand and to calculate various types of variations.
4. To use correlation and regression analysis to estimate the relationship between two variables.
5. To understand the concept of Matrices and Determinants

2. Interest

1.1 Simple Interest
1.2 Compound interest (nominal and effective rate of interest)
1.3 Equated Monthly Installments (EMI) (Reducing and flat rate of interest)
1.4 Examples

2. **Matrices and Determinants**

2.1 Meaning of determinant, evaluation of second and third order determinants. Properties of determinants (without proof). Cramer's rule.

2.2 Meaning of matrix, equality of two matrices, addition, subtraction and multiplication of two matrices. (Simple numerical problems on addition, subtraction and multiplication are expected). Inverse of a non-singular square matrix by adjoint method.

Business Statistics

3. Measures of dispersion

3.1 Concept of Dispersion
3.2 Measures of Dispersion – Range, Variance and Standard Deviation
3.3 (S.D.) for Grouped and ungrouped data
3.4 Measures of relative dispersion- Coefficient of range and coefficient of Variation
3.5 Examples

4. Correlation and Regression

4.1 Concept of Bivariate data, correlation using scatter diagram
4.2 Karl Pearson's Coefficient correlation for ungrouped data
4.3 Spearman's Rank correlation coefficient
4.4 Concept of regression, lines of regression
4.5 Regression as prediction Model
4.6 Examples

Recommended Books:

1. Practical Business Mathematics by S.A.Bari (New Literature Publishing Company)
2. Business Mathematics by V.K.Kapoor (Sultan Chand and Sons)
3. Fundamentals of Statistics by S.C.Gupta (Himalaya Publishing House)
4. Basic Statistics by B.L.Agrawal (New Age International Publishers)
5. Statistical Methods by S.P.Gupta (Sultan Chand and Sons)

F. Y. B. Com. CBCS (2019 Course)

Semester II

C 207: Computer Application in Business -II

Total Credits:2
Objectives:

1. Introduce candidates to typical applications software used in business and finance.
2. Introduce the types of costs and benefits of applications software together with common issues in its implementation.
3. Explore the role of applications software through case studies from the finance and re

1. Introduction

1.1 Basic concepts of electronic business
1.2 Information technology and types of electronic commerce
1.3 Using intranets and extranets for electronic commerce

2. Internet Security

2.1 Electronic data interchange standards
2.2 Symmetric and asymmetric encryption
2.3 Digital signature.

3. Payment Systems

3.1 E-cash ,smart cards, digital payment systems
3.2 Credit card through internet.

4. Challenges

4.1 Disaster management
4.2 Marketing strategy
4.3 Vendor evaluation and selection Process

5. Case Studies

5.1 Functional services CRM
5.2 Accounts services and credit card operations.

Recommended Books

1) e-commerce: The Cutting Edge of Business by Bajaj K.K . & Nag
2) Electronic Commerce by S. Gory and Perry. James

F.Y. B. Com. CBCS (2019 Course)
Semester II
C211: CORPORATE LAW II

Total Credits -02

Objective: To provide basic knowledge of the provisions of the Companies Act 2013.

1. Prospectus

1.1 Definition
1.2 Matters to be stated in prospectus
1.3 Statement in lieu of Prospectus
1.4 Criminal Liability for Mis-statement in Prospectus
1.5 Civil Liability for Mis-statement in Prospectus
1.6 Guidelines of SEBI for capital issue advertisement
1.7 Shelf Prospectus.
1.8 Red Herring Prospectus

2. Shares and share capital

2.1 Nature and definition
2.2 Characteristics of shares
2.3 Types of share capital
2.4 Types of shares
2.5 Issue of sweat equity shares
2.6 Issue of shares at par, at premium and at discount

3. Allotment of shares

3.1 Introduction
3.2 Conditions for allotment of shares
3.3 Irregular allotment
3.4 Procedure for allotment of shares
3.5 Public offer and private placement
3.6 Offer of sale of shares by certain members of company.
3.7 Public offer of shares to be in dematerialized form

4. Transfer and transmission of shares

4.1 Statutory provisions of transfer
4.2 Restriction on transfer
4.3 Instrument of transfer
4.4 Procedure for transfer of shares
4.5 Blank transfer and forged transfer – effects
4.6 Transmission of shares – distinction between transfer and transmission of shares, provisions,
4.7 Procedure for transmission of shares, duties of the secretary in connection with transmission of shares

Recommended Books

1. Company Law — Singh Avtar
2. Modern Indian Company Law — M.C. Kuchchal
3. Company Law — N.D.Kapoor
4. Guide to Companies Act — Ramaiya
5. Company Law — Bagrial
6. Principles of Modern Company Law — Gower L.C.B.

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F.Y.B.Com.: (CBCS 2019 Course)
Semester-II
C 221: Banking & Insurance –II

Total Credits -02

Objectives:

- This course enables the students to know the fundamentals of banking and with special reference to India.
- To make the students aware of banking business and practices.
- To give thorough knowledge of banking operations.

1. Lending Principles, Credit Creation and Balance Sheet of bank

1.1 Principles of lending- Liquidity, Profitability, Security and Shiftability
1.2 Multiple Credit Creation: Process and Limitations
1.3 Balance Sheet of a Commercial Bank
1.4 Types of securities acceptable to a bank

2. Negotiable Instruments

2.1 Meaning and features of negotiable instruments
2.2 Types of negotiable instruments- Cheques, Commercial papers, Hundis, Certificates of deposits, Bill of exchange and Promissory notes
2.3 Types of Cheques

3. Technology in Banking

3.1 Need and importance of technology in banking
3.2 ATM, Credit Card, Tele banking-Net Banking
3.3 Concept of Core Banking

4. Insurance

4.1 Evolution of insurance sector in India
4.2 Purpose and importance of insurance
4.3 Types of insurance- LIC and GIC
4.4 Privatization of insurance business in India
4.5 Role of an insurance agent

Reference Books

- Practice and Law of banking-G.S. Gill
- Banking: Law and Practice-P.N. Varshney
- Banking Theory and Practice- E.gordon, K. Talraj
- Banking and financial system- Vasant Desai
- Banking Theory and Practice-K.C.Shekhar
- Banking Theory and Practice-Prof.Mugle
- Fundamentals of banking- Dr. Rita Swami
- Banking and Finance-Azar Khan
- Report on trends and progress of banking in India-R.B.I. Bulletin

F. Y. B. Com. CBCS (2019 Course)
Semester II
C231 - MARKETING-II

Total Credits -02

Objectives:
This course enables the students to understand:

A) The meaning of consumer his rights, duties and responsibilities.
B) Consumer decision making process
C) Marketing of Agricultural, Industrial & Consumer Goods.

1. Consumer his rights, duties and responsibilities:
Meaning and definition of Consumer
Importance of Consumer.
Consumer Rights
Duties and Responsibilities of Consumer
Consumer Movement
Meaning Nature and Objectives
Consumer Movement in India
Critical Evaluation of Consumer Movement
Study of practical consumer cases. Facts of the case
Arguments and Decision of Consumer Courts.

2. Consumer Decision Making Process: Meaning, Stages in decision making process
Introduction of new product in the market
Factors to be considered
Buying pattern or buying habits.

3. Marketing of Consumer Goods:
Meaning, Features of Consumer Goods
Types of Consumer Goods
Channels of Distribution.

4. Marketing of Agricultural Goods
Meaning, Features of Agricultural Goods
Types of Agricultural Goods
Channels of Distribution.

5. Marketing of industrial goods:
Meaning, Features of Industrial Goods
Industrial Customers
Classification of Industrial Goods
Channels of Distribution.

Books Recommended:-

1. Modern Marketing Management(India Context) By Dr.R.S.Davar.
2. The Practical Approach to Marketing Management By Stepheu Morse
3. Marketing Management in Indian Perspective By S.M. Jha & L.P.Singh
4. Marketing Management By S.A.Sherlekar.
5. Marketing Management By Philip Kotler
6. Industrial Marketing By Ralph Alexander, James Cross & Rochard Hill
7. An Introduction to Marketing By D. Amarchand and Varadharjan
8. Marketing Research Overview By S.A. Chunawalla
9. Marketing Management By C.B.Mamoria, R.K.Suri, Satish Mamoria.

F. Y. B. Com: CBCS (2019 Course)

Semester –II

Additional English-II

Total Credits -02

Objectives

a) To expose students to a good blend of old and new literary extracts having various themes those are entertaining, enlightening and informative so that they realize the beauty and communicative power of English

b) To make students aware of the cultural values and the major problems in the world today

c) To develop literary sensibilities and communicative abilities among the students

Prescribed Text:

Modern Trailblazers,**Published by Orient Black Swan**

Semester-II

Course Content

1	Priya Paul
2	Rahul Bajaj
3	Ratan Tata
4	Sabeer Bhatia
5	Steve Jobes
6	Sudha Murthy
7	L.M. Thapar
8	Vijay Bhatkar

(Note: All the units as covered in the prescribed text.)

F.Y.B.COM: (CBCS 2019 Course)
Semester-II
C 203: Marathi - II

उद्दिष्टे :

१. विद्यार्थ्यांची वाचन व लेखनक्षमता विकसित करणे.
२. नेमलेल्या कलाकृतींच्या संदर्भात साहित्य परंपरेचा स्थूल परिचय करून देणे.
३. प्रसार माध्यमांचे समाजातील उपयोजन समजावून देणे.
४. विद्यार्थ्यांमध्ये वाङ्:मयीन अभिरुची विकसित करणे.

Total Credit :- 02

घटक विश्लेषण :

१. संज्ञापनकौशल्ये - (प्राथमिक व प्रगत)
   - १.१ संज्ञापन (संवाद) म्हणजे काय ?
   - १.२ संवादाचे महत्त्व
   - १.३ संवादातील अडथळे
२. प्रसारमाध्यमे : सामर्थ्य व मर्यादा
   - २.१ वृत्तपत्र
   - २.२ नभोवाणी
   - २.३ दूरचित्रवाणी
   - २.४ जाहिरात लेखन
३. कार्यालयीन लेखनकौशल्ये
   - ३.१ कार्यालयीन पत्रव्यवहार - चौकशीपत्र, तक्रारपत्र, मागणीपत्र व आवेदनपत्र
   - ३.२ इतिवृत्त, टिप्पणी लेखन व अहवाल लेखन
   - ३.३ पत्रकांचे लेखन
     सूचनापत्रक, माहितीपत्रक, घोषणापत्रक, परिपत्रक
४. वृत्तांत लेखन आणि मुलाखत

संदर्भ - साहित्य

१. व्यावहारिक मराठी - डॉ. कल्याण काळे, डॉ. द. दि. पुंडे - निराली प्रकाशन, पुणे.
२. व्यावहारिक मराठी - डॉ. ल. रा. नसीरावादकर, फडके प्रकाशन, कोल्हापूर
३. मराठी भाषेची संवादकौशल्ये - यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक
४. प्रशासकीय लेखन - महाराष्ट्र राज्य - शासकीय प्रकाशन
५. नभोवाणी कार्यक्रम : तंत्र आणि मंत्र- पुष्पा काणे, इंडिया बुक कंपनी, पुणे
६. उपयोजित मराठी - संपा. डॉ.केतकी मोडक,संतोष शेणई, सुजाता शेणई, पद्मगंधा प्रकाशन,पुणे.
७. नभोवाणी आणि दूरचित्रवाणी - प्रसाद नामजोशी, टिळक महाराष्ट्र विद्यापीठ, पुणे.

F. Y. B. Com.: CBCS (2019 Course)
Semester II
SEC-21: Basics of Information Technology I
(Foundation Course)

Total Credits -1

Objectives:

1. To introduce the fundamental concepts of computer
2. To understand principles of IT
3. To learn database and networking concepts.
4. To enhance the learning skills

1. Basics of Computer

1.1 Introduction to computer
1.2 Computer system, Hardware, Software
1.3 Computer Memory
1.4 Block Diagram of computer

2. User – Computer Interface

2.1 Interaction of user and computer
2.2 Operating System
2.3 Internet & Internet service

3. Introduction to MS OFFICE

4.1 Ms-Word
4.2 Ms-Excel
4.3 Ms-PowerPoint
4.4 Ms-Access

4. Data Communication & Computer Network

5.1 Introduction to computer network
5.2 Network types
5.3 LAN, WAN, MAN,
5.4 Topologies and Types of Topologies

Reference Books

1. Computer Fundamental by Anita Goel by Pearson Publications
2. Computer Fundamentals by P.K Sinha
3. Computer Fundamentals by Milind Oak

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S. Y. B. Com. (CBCS 2019 Course)
Semester III
C308: CORPORATE ACCOUNTING I

Total Credit: 3

Objectives:
To make aware the students about the conceptual aspect of corporate accounting

1. To enable the students to develop skills about accounting standards
2. To develop awareness about corporate accounting in conformity with the provisions of Companies Act 2013

1. Accounting Standards

AS-5: Net Profit or Loss for the Period, Prior Period Items and Changes in Accounting Policies: Meaning and Scope, Net Profit or Loss for the period, Prior Period Items, Changes in Accounting Policies Purpose, Illustrations

1.1 **AS-6: Depreciation Accounting:** Meaning and Definition, Disclosure, Main Principles, Explanation with Illustrations
1.2 **AS-10: Accounting for Fixed Assets:** Meaning, Identification of Fixed Costs, Components of Costs, Illustrations
1.3 **AS-14: Accounting for Amalgamation:** Meaning, Types of Amalgamation, Methods of Accounting for Amalgamation, Illustrations
1.4 **AS-21: Consolidated Financial Statements:** Meaning and Scope, Presentation of Consolidated Financial Statements, Disclosure, Illustrations

2. Company Accounts

2.1 Issue of Shares
2.2 Structure of Share Capital and Types of Shares.
2.3 Issue of Equity Shares at Par, Premium and Discount.
2.4 Forfeiture of Shares and Re-issue of Forfeited Equity Shares
2.5 Issue of Debentures

3. Company Accounts

3.1 Issue of Preference Shares
3.2 Redemption of Redeemable Preference Shares
3.3 Capitalization of Reserves and Profit
3.4 Buy Back of Equity Shares.
3.5 Profit Prior to and After Incorporation.

4. Financial Statements of a Company (Final Accounts)

4.1 General Instruction for Preparation of Financial Statements
4.2 Form and Contents of Statement of Profit and Loss in conformity with Schedule VI of Companies Act 2013
4.3 Form and Contents of Balance Sheet in conformity with Schedule VI of Companies Act 2013
4.4 Notes to Accounts
4.5 Accounting Treatment of Common Adjustments in Financial Statements

Recommended Books

1. Advanced Accounts, M.C. Shukla and T.S.Grewal, S, Chand and Company Ltd., Delhi
2. Corporate Accounting, Mukharji & Hanif
3. Advanced Accountancy, R.L.Gupta & M. Radhaswamy, Sulyan Chand & Company Ltd.
4. Company Accountancy, Jain and Narang, Kalyani Publishing Company
5. Advanced Accounts, Gupta Rupram
6. Corporate Accounting, Dr. S. N. Maheshwari & S. K. Maheshwari
7. Accounting Standards issued by ICAI

S. Y. B. Com. (CBCS 2019 Course)
Semester III
C309: COMMUNICATION SKILLS I

Total Credit: 3

Objective: The objective of this course is to make the students aware about the communication process and to develop the effective business communication skills amongst them.

1. Communication

1.1 Meaning, importance nature and scope
1.2 Process and elements of communication
1.3 Principles of effective communication
1.4 Barriers of effective communication

2. Methods and Types of Communication

2.1 Methods of communication- oral, written and non-verbal
2.2 Types of communication in corporate organization – upward, downward and horizontal
2.3 New technologies in business communication- internet e-mail, website, fax, telex etc

3. Soft Skills

3.1 Meaning, importance and elements
3.2 Body language, grooming manners and etiquettes
3.3 Elements and types of good speaking
3.4 Interview skills, techniques of interview
3.4 Listening- importance, principles, barriers in listening

4. Job Application Letters

4.1 Meaning and elements of application letter
4.2 Contents of application letter
4.3 Types of application letter
4.4 Application letter for employment, resume
4.5 Appointment letter, termination letter

Recommended Books

1.	Communication	Rayudu C.S.
2.	Business Correspondence and Report Writing	Sharma R.C
3	Business Communication	Rai U.S. and Rai S.M.
4.	Business Communication	Keval J.Kumar
5.	Business Communication	H.Balasubrahmanyam
6.	Business Communication	Deshkar D.G.,Paralkar S.G.
7.	Communication Today	Reuben Ray
8.	Speaking and Writing for Effective Business Communication	Francis Soundararaj, Macmillan India Ltd., Mumbai
9.	Developing Communication Skills	Krishna Mohan, Meera Banerji Macmillan India Ltd., Mumbai

S. Y. B. Com. (CBCS 2019 Course)
Semester III
C310: PRINCIPLES OF BUSINESS MANAGEMENT I

Total Credit: 3

Objective: The course familiarizes the students with the basics of principles of management.

1. Management
- 1.1 Introduction, concept, nature, process and significance
- 1.2 Responsibilities of management
- 1.3 Functional areas of management
- 1.4 Management as an art, science and profession
- 1.5 Principles of management

2. Evolution of Management Thought
- 2.1 Early management
- 2.2 Scientific management
- 2.3 Administrative management
- 2.4 Contribution of Elton Mayo, Chester Barnard and Peter Drucker
- 2.5 Indian management thought

3. Planning
- 3.1 Concept, nature, process, advantages and limitations
- 3.2 Planning and forecasting
- 3.3 Types of planning and types of plans
- 3.4 Components of planning
  - i) Policies and methods
  - ii) Procedures and programmes
  - iii) Strategies and budgets

4. Organising
- 4.1 Concept, nature, process and significance
- 4.2 Types of organization
  - a) Authority and responsibility relationships
  - b) Delegation of authority
  - c) Departmentation and divisionalisation

5. Decision Making
- 5.1 Concept and process, types of decisions
- 5.2 Hierarchy of decisions
- 5.3 Model of decision making
- 5.4 Techniques of decision making

Recommended Books

1.	Principles and Practice of Management	Anutesh Chakrabarty.
2.	Principles and Practice of Management	Shyanai Banerjee.
3.	Organization and Management	Vasudevan Ghosh.
4.	Principles of Business Management	S.A. Sherlekar.
5.	Business Administration and Management	Dr. S.C. Saksena.
6.	Management - Principles and Practice	Shriniwasan Chunawalla.
7.	Business Organization and Management	Bhushan and Tayal.
8.	Business Management & Policy	B.M. Wali & Y.B. Yelawar.

S. Y. B. Com. (CBCS 2019 Course)
Semester-III
C: 304-BUSINESS ECONOMICS-III

Total Credit: 3

Objectives:

1. To study behavior of the economy as a whole.
2. To study the relationship among broad aggregates.
3. To apply economic reasoning to problem of the economy.

1. Basic Concepts of Macro Economics

1.1 Meaning of Macro Economics
1.2 Nature and scope of Macro Economics
1.3 Significance and limitations of Macro Economics

2. Money – Basic Concepts

2.1 Meaning and functions of Money
2.2 Types of Money-Metallic, paper currency and plastic money
2.3 Gresham's Law
2.4 Money and near money
2.5 Role of money in Capitalist, Socialist and mixed Economy

3. Money Supply and Banks

3.1 Narrow and broad definition of money
3.2 Alternative measures of money supply in India and their components
3.3 Concept of High Powered Money
3.4 Definition of Bank – Functions of bank
3.5 Multiple credit creation by bank and limitations to it.

4. Central Bank and Credit Control

4.1 Functions of Central Bank
4.2 Role of Reserve Bank of India in economic development
4.3 Methods of credit control – Quantitative and Selective
4.4 Importance and limitations of credit control measures in India
4.5 Objectives of Monetary Policy of Central Bank
4.6 Importance and limitations of Monetary Policy in India

Recommended Books:

1. Chandler L.V. and Goldfeld S.M.: The Economics of Money and banking; Harper and Row, NewYork
2. Gupta S.B. Monetary Planning in India; S. Chand & Co. New Delhi.
3. Khan M.Y.: Indian Financial system- Theory and Practice; Tata McGraw Hill, New Delhi.
4. Reserve Bank of India: Functions and working.
5. Banking Commission report(s)
6. Reserve Bank of India: Bulletins
7. Reserve bank of India: Annual Report(s)
8. Report of Currency and Finance
9. Sengupta A.K. and Agrawal M.K.: Money Market operation in India: Skylark Publications, New Dheli.
10. Vinayaknp N. Banking by 2000 A.D. Kanishka Publishers, Delhi
11. Panchmukhi V.R. Rajpuria K.M. and Tondon R.: Money and Finance in World Economic Order, Indus Publishing Co.New Delhi.
12. Money and Banking; M.L. Ghingan; Vrinda Publication, Delhi

S. Y. B. Com. (CBCS 2019 Course)
Semester III
C311: CORPORATE LAW III

Total Credit: 2

Objectives:
1. To provide basic knowledge of the provisions of the Companies Act 2013
2. To appraise the students of new concepts involving in company law regime
3. To acquaint the students with the duties and responsibilities of Key Managerial Personnel

1 Membership of a Company
- 1.1 Member and Shareholder
- 1.2 Mode of Acquiring Membership
- 1.3 Who May Become a Member?
- 1.4 Termination of Membership
- 1.5 Rights of Members
- 1.6 Nomination by a Member

2. Register of Members
- 2.1 Contents of Register
- 2.2 Importance of Register
- 2.3 Index of Members
- 2.4 Place of Keeping the Register of Members
- 2.5 Inspection of Register
- 2.6 Closure of Register
- 2.7 Rectification of the Register
- 2.8 Foreign Register of Members

3. Management of a Company
- 4.1 Board of Directors
- 4.2 Director- Meaning and Legal Position of Directors
- 4.3 Appointment, qualifications and disqualifications of directors
- 4.4 Manner of Selection of Independent Directors and Maintenance of Databank of Independent Directors
- 4.5 Director Identification Number- Application, Allotment, Prohibition, Intimation
- 4.6 Appointment of Additional Director, Alternate Director and Nominee Director
- 4.7 Rights, Powers and Duties of Directors
- 4.8 Women Director
- 4.9 Number of Directorship
- 4.10 Remuneration of directors, Loans to Directors

4. Key Managerial Personnel (KMP)
- 4.1 Managing Director/ Chief Executive Officer/ Manager and in their absence Whole Time Director
- 4.2 Appointment of Managing Director, Whole Time Director or Manager (u/s196 of 2013 Act)
- 4.3 Maximum Managerial Remuneration and Managerial Remuneration in Case of Absence or Inadequacy of Profits (u/s 197 of 2013 Act)
- 4.4 Distinction Between Managing Director, Manager and Whole Time Director
- 4.5 Company Secretary
- 4.6 Chief Financial Officer

Recommended Books

1. Analysis of Companies Act, 2013, Corporate Professionals – Where Excellence is Law, CCH-A Wolters Kluwer Business, Corporate Professionals India Pvt. Ltd., New Delhi, Wolters Kluwer (India) Pvt. Ltd., 2013.
2. Bharat's Companies Act, 2013 with comments, Edited by: Ravi Puliani, Adv. Mahesh Puliani, Bharat Law House Pvt. Ltd., New Delhi, 19th Edition, 2013.
3. Insights into the New Company Law – Prachi Manekar Lexis Nexis, Gurgaon, Haryana, India, 2013.

4. Introduction to Company Law, Karn Gupta, Lexis Nexis, 2013, Gurgaon, Haryana, India.
5. Taxman's, Company Law Ready Reckoner, V.S. Datey, Tan Prints (India) Pvt. Ltd. Jhajjar, Haryana, India, 13th September, 2013.
6. The Companies Act, 2013. With Notes to Legislative Clauses. 2014 Edition. Corporate Professionals –Where Excellence is Law, CCH- Wolters Kluwer business. Wolters Kluwer (India) Pvt. Ltd., DLF –Cyber City, Gurgaon, Haryana (India)

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S. Y. B. Com. (CBCS 2019 Course)
Semester-III
C: 321-BANKING AND INSURANCE-III

Total Credit: 2

Objectives:

1. To create the awareness among the students of Indian banking system.
2. To provide students insight into the functions and role of Reserve Bank of India.
3. To create the awareness among the students of Insurance Sector.

1. Evolution of Central Banking

1.1 Evolution of Central Bank in India and abroad
1.2 Difference between Central Bank and ordinary commercial banks
1.3 Functions of R. B. I. as a Central Bank – Ordinary, Regulatory, Development and Promotional function
1.4 Role of Central Bank in economic development of India

2. Establishment and Organization of R.B.I.

2.1 R.B.I. Act of 1934 and establishment of R.B.I.
2.2 Organizational set-up and management of R.B.I.
2.3 Various departments of R.B.I. and their functions

3. R. B. I. and Present Currency System in India

3.1 Components of money supply and features of currency system in India
3.2 System of issue of currency or method of regulating note issue by R.B.I.
3.3 Measurement of money supply by R.B.I. according to narrow and broad definition
3.4 Objectives of Monetary Policy of R.B.I. in India

4. Banking Regulations In India

4.1 Banking Regulation Act of 1949
4.2 Deposit Insurance and Credit Guarantee Act Corporation Act of 1962
4.3 Application of these Acts of Cooperative Banks
4.4 R.B.I. guidelines on Income Recognition and Asset Classification and Provisioning

Recommended Books:

1. Gorden. Natrajan "Banking Theory law and practice", Himalaya Publishing House
2. Srivastava, Divya Nigam, Management of Indian Financial Institutions, Himalaya Publishing House.
3. Banking Commission report(s)
4. Reserve Bank of India: Bulletins
5. Reserve bank of India: Annual Report(s)
6. Report of Currency and Finance
7. E. Gordon and K. Natarajan, Emerging Scenario of Financial Services, Himalaya Publishing House, Mumbai
8. M. Y. Khan, "Indian Financial System", Tata McGraw Hill.
9. Bharati Pathak, "Indian Financial System",
10. Stigum, Managing Bank Assets and Liabilities, Dow-Jones Irwin.
11. Dudley Luckett, "Money and Banking," McGraw Hill
12. Vasant Desai," Banks and institutional management," Himalaya Publishing House
13. Dr. P. K. Srivastava, "Banking theory and Practice", Himalaya Publishing House
14. Benson Kunjukunju, Commercial Banks in India, New Century Publications
15. Nitin Bhasin," Banking Developments in India 1947 to 2007," New Century Publications
16. Nitin Bhasin, "Banking & Financial Markets in India 1947 to 2007,' New Century Publications

S. Y. B. Com. (CBCS 2019 Course)
Semester III
C331: MARKETING III

Total Credit: 2

Objective: The objective of this course is to enable students learn the fundamentals of personal selling and steps involved in the selling process.

1. Salesmanship
- 1.1 Origin and evolution of salesmanship
- 1.2 Meaning and definitions
- 1.3 Scope and utility
- 1.4 Salesmanship as an art or a science or profession
- 1.5 Counter salesmanship and creative salesmanship

2. Personal Selling
- 2.1 Definition, objectives, role and functions
- 2.2 Advantages and limitations.
- 2.3 Personal selling and salesmanship
- 2.4 Types of personal selling
- 2.5 Classification of salesmen
- 2.6 Salesmanship and communication process

3. Process of Selling
- 3.1 Psychology of salesmanship
- 3.2 Attracting attention, awakening interest
- 3.3 Creating desire, securing action
- 3.4 Prospecting, pre-approach, approach
- 3.5 Presentation and demonstration, overcoming objections
- 3.6 Closing the sale

4. Handling Different Types of Customers
- 4.1 Argumentative, shy, silent, suspicious
- 4.2 Impatient, rude, conceited, talkative
- 4.3 Undetermined, pre-determined, impulsive, inquisitive
- 4.4 Handicapped, women, bargain hunter
- 4.5 Role of salesman in modern consumer oriented market

Recommended Books

1.	Modern Marketing Management	Dr. R.S. Davar.
2.	Marketing Management in Indian Perspective	S. M. Jha & L.P. Singh.
3.	Marketing Research Review	S.A. Chunawalla.
4.	Marketing Management	S.A. Sherlekar.
5.	Marketing Management	Philip Kotler
6.	Marketing	Rajan Nayar
7.	Theory of Marketing in Underdeveloped Country	J.N.Chaturvedi.
8.	An Introduction to Marketing	Amarchand & B. Varadharajan

S. Y. B. Com. (CBCS 2019 Course)
Semester III
C341 – COST AND MANAGEMENT ACCOUNTING-I

Total Credit: 2

Objectives: This course exposes the students to
1. The basic concepts of Cost Accounting
2. The preparation of cost sheet
3. Tenders and quotations.

1. Introduction and Basic Concepts:

1.1. Meaning and definitions of 'Cost', 'Costing', 'Cost Accounting' and 'Cost Accountancy'
1.2. Objectives of Cost Accounting
1.3. Importance of Cost Accounting
1.4. Limitations of Cost Accounting
1.5. Distinction between Cost Accounting & Financial Accounting
1.6. Distinction between Cost Accounting & Management Accounting

2. Cost Unit, Cost Centre and Elements of Cost

1.1 Cost Unit: Meaning, Simple Cost Unit and Composite Cost Unit
1.2 Cost Centre: Meaning and types of Cost Centres
1.3 Basic elements of Cost :
Material: Direct Material and Indirect Material
Labour: Direct Labour and Indirect Labour
Expenses: Direct Expenses and Indirect Expenses
1.4 Classification of Costs:
Element wise classification, functional classification, behavour wise classification, nature wise classification and control wise classification.

3.Preparation of Cost Sheet, Tenders and Quotations

3.1 Meaning and purpose of cost sheet
3.2 Format of cost sheet
3.3 Problems on the cost sheet
3.4 Tenders, quotations and estimates: Meaning, contents and types.
3.5 Problems on tenders and quotations

4.Material and Material Control

4.1 Objectives of material control
4.2 Purchase department and purchase procedure – centralised and decentralised system
4.3 Purchase documents - purchase requisition, purchase order, goods received note, material inspection report, bills of material

Recommended Books

1. Advanced Cost Accounting: Jain – Narang
2. Advanced Cost Accounting : B.K.Bhar
3. Advanced Cost & Management Accounting : Saksena Vaishtha
4. Cost & Management Accounting : problems & solutions P.V.Rathanam
5. Advanced Cost Accounting : N.K.Prasad
6. Advanced Costing & Management Accountancy by Prof.Subhash Jagtap
7. Advanced Cost Accounting : Lal, Sharma Nigam
8. Cost Accounting : Wheldon
9. Journal of I.C.W.A. The Management Accountant
10. Cost Accounting : A Management Emphasis – Horngreen
11. Cost Accounting : Shukla & Grewal

S. Y. B. Com. (CBCS 2019 Course)
Semester III
C351: BUSINESS ENTREPRENEURSHIP I

Total Credit: 2

Objectives : To provide understanding of nature, scope and importance of business environment and entrepreneurship.

1. Business Environment
1.1 Meaning, nature and scope.
1.2 Environment and economic growth.
1.3 Approaches to business environment.
1.4 Natural environment.
1.5 Technological environment.
1.6 Political environment.
1.7 Economic environment.
1.8 Legal environment.
1.9 Social environment.

2. Problems of Growth
2.1 Unemployment
2.2 Poverty
2.3 Regional imbalance
2.4 Social injustice
2.5 Inflation
2.6 Parallel economy
2.7 Industrial sickness
2.8 Pollution – types, sources, effects and measures to control

3. Social Responsibility of Business
3.1 Definitions.
3.2 Nature of social responsibility of business.
3.3 Responsibility towards the shareholders, investors, owners, employees, government & society at large.
3.4 Social audit - advantages, problems, methods.
3.5 Corporate governance.
3.6 Business ethics - need and advantages.

4. Franchising

4.1 Meaning, definitions, types
4.2 Advantages of the franchisee and franchisor
4.3 Franchise relationship
4.4 Steps in starting franchise
4.5 Cautions in franchising
4.6 Business Process Outsourcing (BPO)

Recommended Books

1 .	Business Environment	Francies Kherunilam.
2.	Environment & Entrepreneur	B.C.Tandon.
3.	Business Environment	Balsubrahmaniyam.
4.	Entrepreneurship	Dr. P. C. Shejawalkar.
5.	Entrepreneurship	Dr.Prabhakar Deshmukh.
6.	Business Environment	Shaikh Saleem.
7.	Business Environment	K. Aswathappa.
8.	A Practical guide to Industrial Entrepreneurs	Srivastava S.B.
9.	Innovation and Entrepreneurship	Peter F. Drucker

S. Y. B. Com. (CBCS 2019 Course)
Semester III
C361: E-COMMERCE I

Total Credit: 2

Objectives:

1. To enable the student to understand basics of E-Commerce
2. To understand and describe the unique features of E-Commerce technology
3. To understand the methodology for online business dealings using E-Commerce infrastructure

1. **Introduction to E- Commerce**
   i. E-Commerce-Meaning and Concept
   ii. Characteristics and Significance of E-Commerce
   iii. Advantages and Disadvantages of E-Commerce
   iv. Difference between Traditional Commerce and E-Commerce
   v. Technologies Used in E-Commerce
2. **Technical Infrastructure for E-Commerce**
   i. Network Infrastructure
   ii. Internet and its Role in E-Commerce
   iii. Procedure of Registering Internet Domain
   iv. Establishing Connectivity to Internet
   v. Tools and Services of Internet
   vi. Common Business Service Infrastructure
   vii. Infrastructure for E-Commerce in India
   viii. Future of the Internet Infrastructure
3. **The Internet and WWW**
   i. Evolution of Internet
   ii. Internet- Definition, Advantages and Disadvantages
   iii. Domain Names and Internet Organisation (.edu, .com, .mail, .gov, .net, etc.)
   iv. Types of Network
   v. Internet Service Provider
   vi. World Wide Web
   vii. Internet and Extranet
   viii. Component of Internet Information technology structure
4. **E-Commerce in India**
   State of E-Commerce in India
   Problems and Opportunities in E-Commerce in India
   Future of E-Commerce in India

Recommended Books

1. Dave Chaffey, E-Business and E-Commerce Management, Pearson Education, New Delhi
2. Introduction to E-Commerce- SAGE Publication- New Delhi
3. Laudon, Kenneth C and Carol Guercio Traver, E-Commerce Business. Technology Society, Pearson Education, Delhi
4. Rayport, Jeffrey F and Jaworksi, Bernard J: Introduction to E-Commerce, Tata McGraw Hill, New Delhi
5. Rich, Jason R: Starting an E-Commerce Business, IDG Books, Delhi
6. Stamper David A, and Thomas L.Case: Business Data Communications, Pearson Education, New Delhi
7. Turban, Efraim, David King et. al, Electronic Commerce: A Managerial Perspective, Pearson Education Asia, Delhi

S. Y. B. Com. (CBCS 2019 Course)
Semester III
C371: BUSINESS ADMINISTRATION I

Total Credit: 2

Objectives:

1. To provide basic knowledge about various forms of business organizations
2. To acquaint the students about business environment and its implications thereon
3. To aware them with the recent trends in business

1. Business Administration- Concepts

i. Business - Definition, Characteristics, Scope and Objectives
ii. Economic and Social perspectives
iii. Commerce- Meaning, Concept, Trade and Aids to Trade
iv. Administration, Management and Organisation - Meaning and Definitions
v. Functions of Administration

2. Forms of Business Organisation

i. Sole Proprietorship, Partnership Firm, Limited Liability Partnership, Joint Ventures, Joint Stock Company, One Person Company, Co-operative Society- Features, Merits and Limitations
ii. Non Profit Joint Stock Company u/s 25 of the Companies Act
iii. Suitability of a Form of Organisation- Factors Determining the Suitability of Form of Organisation

3. Business Environment

i. Meaning, Internal and External Environment, Constituents of Business Environment- Economic, International, Social, Legal, Cultural, Educational, Political, Technological and Natural
ii. Interaction of Business and Environmental Forces

4. Business Promotion

i. Business Unit- Promotion: Concept of Promotion
ii. Stages in Business Promotion
iii. Factors Affecting Location and Size, Present Trends in Location, Size of Business Unit
iv. Role of Government in the Promotion of SEZ

Recommended Books

1. J. Batty McDonald, Industrial Administration and Management
2. K. Aswathappa, Essentials of Business Administration, Himalaya Publications, New Delhi
3. N. Mishra, Modern Business Organization and Management, Allied Publishers, Mumbai
4. S. C. Saxena, Business Administration, Sahitya Bhavan, Agra
5. Stephen Robbins, The Administrative Process

S. Y. B. Com. (CBCS 2019 Course)
Semester III
WOMEN EMPOWERMENT AND SOCIAL JUSTICE

Total Credit: 1

Unit – I: Empowerment of Women

- Concept, meaning and definitions of empowerment
- History of Empowerment in the context of Globalization
- Indicators and Factors affecting empowerment
- Role of the Govt.

Unit – II: Women's Movement

- International women's movements.
- Women's movements in India – in 19th and early 20th century
- Dimensions of Women's Movement

Unit – III: Issues Related To Women

- Religion
- Health
- Education
- Politics
- Social-Dowry, domestic violence, divorce, desertion, rape

Unit – IV: Women and Social Justice

- Concept of Social Justice
- Constitutional provisions for women welfare
- Legislations related to women
    a) The Immoral Traffic (Prevention) Act 1956
    b) Dowry Prohibition Act 1961
    c) The Sexual Harassment Of Women At Workplace (Prevention, Prohibition And Redressal) Act, 2013

References

1. Sunit Gupta and Mukta Mittal, Status of Women & Children in India, Publication :Amol Publication Pvt. Ltd., New Delhi. (1995)
2. Shobha Saxena, Crime Against Women & Protective Laws, Publication – Deep & Deep Publication, F – 159, RajouriGarden,New Delhi – 110 027.
3. Geeta Chaturvedi, Women Administrators of India, Publication: R B S A Publishers, Jaipur – 302 003
4. Agarwal Sushila, Status of Women, Publication: Printwell Publishers, Jaipur – 1988.
5. Health Status of Indian Women, Tata Institute of Social Sciences, Bombay – 1988
6. Jain Shashi, Status and Role Perception of Middle Class Women, Pooja Publisher, New Delhi (1988)
7. Kumar Ram, Women Health Development & Administration, Vol. I & II, Publication: Deep & Deep Publishers, New Delhi (1990)
8. Sinha Pushpa, Role conflict among working women, Publication: Amol Publication, New Delhi (1987)
9. Upadhyaya H.C., Status of Women in India, Publication: Amol Publication, New Delhi.
10. Chaudhary D. Paul, Women Welfare & Development, Publication: M.C. Mittal, Inter India Publication (1992)
11. Pant Niranjan, Status of Girl, Child and Women in India, APH Publishing Corporation (1995)
12. Mitra Joyati, Women and Society, Kanishka Publishers, New Delhi (1997).
13. Aleem Shamim, Women's Development, APH Publishing Corporation, New Delhi (1996)
14. Ranganathan Sarala, Women and Social Order, New Delhi (1998)
15. Mittal Mukta, Women Power in India, Anmol Publications Pvt. Ltd., New Delhi (1998)
16. Gopalan Sarala, Women and Employment, Haranand Publications, New Delhi (1995).

17. Pruthi Rajkumar and Pruthi Romila, Indian Women – Present Status & Future Prospects, Mangal Days Publications, Jaipur (2003)
18. The Immoral Traffic (Prevention) Act 1956
19. Dowry Prohibition Act 1961
20. The Sexual Harassment Of Women At Workplace (Prevention, Prohibition And Redressal) Act, 2013

S. Y. B. Com. (CBCS 2019 Course)
Semester IV
C408: CORPORATE ACCOUNTING II

Total Credit: 3

Objectives:

1. To make aware the students about the conceptual aspect of corporate accounting
2. To develop awareness about corporate accounting in conformity with the provisions of Companies Act 2013

1. Accounting for Amalgamation, Absorption and External Reconstruction of Companies

1.1 Meaning
1.2 Vendor Company and Purchasing Company
1.3 Purchase Consideration, Methods of Calculations
1.4 Accounting Entries
1.5 Preparation of Balance Sheet after Amalgamation, Absorption and External Reconstruction

2. Accounting for Internal Reconstruction of Company

2.1 Meaning and Provisions of Companies Act, 2013
2.2 Alteration of Share Capital
2.3 Reduction of Share Capital
2.4 Accounting Entries
2.5 Preparation of Balance Sheet After Internal Reconstruction

3. Valuation of Shares

3.1 Meaning and Need
3.2 Factors Affecting Valuation of Shares
3.3 Methods of Valuation of Shares:
i) Net Assets Method
ii) Yield Basis Method
iii) Fair Value Method

4. Departmental Accounts

4.1 Introduction
4.2 Methods and Techniques, Allocation of Expenses
4.3 Inter Departmental Transactions, Provisions for Unrealized Profit
4.4 Preparations of Departmental Trading, Profit and Loss Account and Balance Sheet

Recommended Books

1. Advanced Accounts, M.C. Shukla and T.S.Grewal, S, Chand and Company Ltd., Delhi
2. Corporate Accounting, Mukharji & Hanif
3. Advanced Accountancy, R.L.Gupta & M. Radhaswamy, Sulyan Chand & Company Ltd.
4. Company Accountancy, Jain and Narang, Kalyani Publishing Company
5. Advanced Accounts, Gupta Rupram
6. Corporate Accounting, Dr. S. N. Maheshwari & S. K. Maheshwari

S. Y. B. Com. (CBCS 2019 Course)
Semester IV
C409: COMMUNICATION SKILLS II

Total Credit: 3

Objective: The objective of this course is to develop the effective business communication skills among the students.

1. Business Letters

1.1 Meaning and importance of a business letter
1.2 Essential qualities of a good business letter
1.3 Structure and layout of a good business letter
1.4 Forms of layout

2. Types of Business Letters

2.1 Letters of enquiry
2.2 Replies to the enquiry letters
2.3 Trade references and status enquiry
2.4 Order letters
2.5 Collection letters
2.6 Circular letters
2.7 Agency correspondence

3. Company Letters and Minutes

Letters to members and directors
3.1 Meaning and importance of minutes
3.2 Notice, agenda and minutes of annual general meeting
3.3 Notice, agenda and minutes of directors' meeting

4. Report Writing

1.1 Meaning and importance
1.2 Essentials of good report
1.3 Structure of reports
1.4 Contents of report
1.5 Types of reports- committee report, progress report, annual report
1.6 Drafting of reports

Recommended Books

1. Communication — Rayudu C.S.
2. Business Correspondence and Report Writing — Sharma R.C
3. Business Communication — Rai U.S. and Rai S.M.
4. Business Communication — Keval J.Kumar
5. Business Communication — H.Balasubrahmanyam
6. Business Communication — Deshkar D.G.,Paralkar S.G.
7. Communication Today — Reuben Ray
8. Speaking and Writing for Effective Business Communication — Francis Soundararaj, Macmillan India Ltd., Mumbai
9. Creative English Communication — N .Krishnaswamy and T. Sriraman Macmillan India Ltd., Mumbai
10. Developing Communication Skills — Krishna Mohan, Meera Banerji, Macmillan

S. Y. B. Com. (CBCS 2019 Course)
Semester IV
C410: PRINCIPLES OF BUSINESS MANAGEMENT II

Total Credit: 3

Objective: The course familiarizes the students with the basics of principles of management.

1. Direction
- 1.1 Definitions, importance and nature
- 1.2 Principles of direction
- 1.3 Techniques of direction
- 1.4 Components of direction

2. Motivation
- 2.1 Concept and importance
- 2.2 Individual behaviour and motivation
- 2.3 Maslow's need hierarchy theory
- 2.4 Theory X and Theory Y
- 2.5 Carrots and sticks approach to motivation
- 2.6 Techniques of motivation
- 2.7 Money and motivation
- 2.8 Motivation and morale

3. Leadership
- 3.1 Concept, leadership styles
- 3.2 Theories of leadership
- 3.3 Leadership effectiveness
- 3.4 Leadership qualities

4. Communication and Co-ordination
- 4.1 Meaning, nature and process
- 4.2 Importance of communication in management
- 4.3 Barriers of communication
- 4.4 Principles of effective communication
- 4.5 Recent modes of Communication
- 4.6 Meaning, definitions, of coordination
- 4.7 Need and principles of co-ordination
- 4.8 Co-operation and co-ordination

5. Control
- 5.1 Concept and process
- 5.2 Nature and need
- 5.3 Principles of effective control system
- 5.4 Techniques of control

Recommended Books

1. Principles and Practice of Management — Anutesh Chakrabarty.
2. Principles and Practice of Management — Shyanai Banerjee.
3. Organization and Management — Vasudevan Ghosh.
4. Principles of Business Management — S.A. Sherlekar.
5. Business Administration and Management — Dr. S.C. Saksena.
6. Management - Principles and Practice — Shriniwasan Chunawalla.
7. Business Organization and Management — Bhushan and Tayal.
8. Business Management & Policy — B.M. Wali & Y.B. Yelawar.

S. Y. B. Com. (CBCS 2019 Course)
Semester-IV
C: 404-BUSINESS ECONOMICS-IV

Total Credit: 3

Objectives:

1. To study behavior of the economy as a whole.
2. To study the relationship among broad aggregates.
3. To apply economic reasoning to problem of the economy.

1. Demand For Money and Value of Money

1.1 Meaning and Demand for money
1.2 Quantity theory of money by Fisher
1.3 Cash balance approach
1.4 Keynesian approach
1.5 Friedman's restatement of quantity theory

2. Inflation and deflation

2.1 Meaning of inflation
2.2 Demand pull inflation and cost pull inflation
2.3 Causes and effects of inflation
2.4 Inflation in India and its control
2.5 Meaning of deflation

3. Public Finance

3.1 Meaning, nature and scope of public finance
3.2 Budget concept and types of budget
3.3 Principle of maximum social advantage

4. Money Market and Capital Market

4.1 Nature and structure of money market
4.2 Features and components of Indian money market
4.3 Defects of money market and measures to correct it
4.4 Structure of capital market – Institutions and instruments
4.5 Foreign exchange market in India

Recommended Books:

1. D. M. Mithani: Money, Banking, International Trade and Public Finance; Himalaya Publishing House
2. Abhay Pethe: Macro Modelling. Optimal Control and Inflation; Himalaya Publishing House
3. Harish C. Gupta: Intriduction to Macro-Economics; Tata McGraw Hill,New Delhi.
4. Banking Commission report(s)
5. Reserve Bank of India: Bulletins
6. Reserve bank of India: Annual Report(s)
7. Report of Currency and Finance
8. Sengupta A.K. and Agrawal M.K. Money Market operation in India : Skylark Publications, New Dheli.
9. Panchmukhi V.R. Rajpuria K.M. and Tondon R : Money and Finance in World Economic Order, Indus Publishing Co. New Delhi.
10. Money and Banking; M.L. Zhingan; Vrinda Publication,Delhi.
11. Datt & Sundharam: Indian Economy; S. Chand & Co. Delhi

S. Y. B. Com. (CBCS 2019 Course)
Semester IV
C411: CORPORATE LAW IV

Total Credit: 2

Objectives:

1. To provide basic knowledge of the provisions of the Companies Act 2013
2. To impart students the provisions and procedures under company law
3. To apprise the students of new concepts involving in company law regime

1. Company Meetings (Formalities)

1.1 Introduction, Meaning, Definition and Objectives of Meeting
1.2 Essential of Valid Meetings, Proper Convening the Meeting
1.3 Notice of the Meeting, Agenda, Quorum and Chairman of the Meeting
1.4 Proxy – Definition, Legal Provisions Regarding Proxy
1.5 Duties of Secretary Regarding Proxies, Poll, Demand for Poll
Voting- Voting by Show on Hands, Voting through Electronic Means, Postal ballot
1.6 Resolution – Definition, Kinds, Distinction between Motion and Resolution, Circulation of Members' Resolution, Representation of President and Governors in Meeting
1.7 Minutes – Meaning, Definition, Types of Minutes
1.8 Contents, Provisions, Inspection of Minutes

2. Company Meetings (Members)

2.1 Introduction and Importance of Meeting
2.2 Types of meetings- Statutory Meeting – Characteristics, Notice, Objectives, Statutory Report, Statutory Provisions, Procedure, Statutory Meeting and Rights of Shareholders, Secretarial Duties Relating to Statutory Meeting
2.3 Annual General Meeting – Meaning and Need, Period, Provisions, Notice and Objectives of Annual General Meeting, Business Transacted at the Annual General Meeting, Directors Report, Secretarial Duties, Punishment for Default in Complying with Provisions of Sections 96 to 98 of Companies Act 2013.
2.4 Extra Ordinary General Meeting – Meaning and Needs, Provisions, Rights of Convening, Procedure, Business Transacted, Secretarial Duties
2.5 Class Meeting – Meaning and Need, Period, Provisions

3. Company Meetings (Board of Directors)

3.1 Introduction, Frequency, Notice, Agenda of Board Meeting
3.2 Quorum for Meetings of Board
3.3 Requisite of valid meeting
3.4 Resolution by circulation
3.5 Voting and Minutes of Board Meeting
3.6 Procedure for Convening and Conducting Board Meeting
3.7 Business Transacted at Board Meeting
3.9 Secretarial Duties Before, During and After the Meeting

4. Company Meetings (Others)

4.1 Meeting of Debentureholders
4.2 Meetings of Creditors and Contributories in Winding up
4.3 Meetings of Creditors Otherwise than in Winding up
4.4 Meeting for Compromises and Arrangements
4.5 Secretarial Duties in Connection with Compromise and Arrangements

Recommended Books

1. Analysis of Companies Act, 2013, Corporate Professionals – Where Excellence is Law, CCH-A Wolters Kluwer Business, Corporate Professionals India Pvt. Ltd., New Delhi, Wolters Kluwer (India) Pvt. Ltd., 2013.
2. Bharat's Companies Act, 2013 with comments, Edited by: Ravi Puliani, Adv. Mahesh Puliani, Bharat Law House Pvt. Ltd., New Delhi, 19th Edition, 2013.
3. Insights into the New Company Law – Prachi Manekar Lexis Nexis, Gurgaon, Haryana, India, 2013.
4. Introduction to Company Law, Karn Gupta, Lexis Nexis, 2013, Gurgaon, Haryana, India.
5. Taxman's, Company Law Ready Reckoner, V.S. Datey, Tan Prints (India) Pvt. Ltd. Jhajjar, Haryana, India, 13th September, 2013.
6. The Companies Act, 2013. With Notes to Legislative Clauses. 2014 Edition. Corporate Professionals –Where Excellence is Law, CCH- Wolters Kluwer business. Wolters Kluwer (India) Pvt. Ltd., DLF –Cyber City, Gurgaon, Haryana (India)

S. Y. B. Com. (CBCS 2019 Course)
Semester-IV
C: 421-BANKING AND INSURANCE-IV

Total Credit: 2

Objectives:

1. To create the awareness among the students of Indian banking system.
2. To provide students insight into the functions and role of Reserve Bank of India.
3. To create the awareness among the students of Insurance Sector.

1. Promotional and Development Role of R. B. I.

1.1 Role of R. B. I. in agricultural finance
1.2 Establishment and functions of NABARD
1.3 Participation of banks in Schemes of rural development
1.4 R. B. I. and Industrial finance
1.5 Role of R. B. I. in the establishment of development financial institutions
1.6 R. B. I. and non-banking financial institutions

2. R.B.I. and Foreign Exchange Control

2.1 Changing role of R.B.I. in exchange control
2.2 Current Account and capital account convertibility of Indian Rupee
2.3 Foreign Exchange Regulation Act (FERA)
2.4 Foreign Exchange Management Act under new economic policy of LPG

3. Introduction of Insurance

3.1 Meaning of insurance, Terms used in insurance, insurance and assurance
3.2 Types of Insurance – Life Insurance and General Insurance
3.3 Private insurance companies
3.4 IRDA Regulations

4. Insurance Sector legislation

4.1 Insurance Act of 1938
4.2 L. I. C. Act of 1956 and G. I. C. Act of 1972
4.3 Fundamentals of Agency Law – procedure of becoming an agent
4.4 Code of conduct, unfair practices and cancellation of license
4.5 Insurance Regulatory and Development Authority Act of 1999.

Recommended Books:

1. Gorden. Natrajan "Banking Theory law and practice", Himalaya Publishing House
2. Srivastava, Divya Nigam, Management of Indian Financial Institutions, Himalaya Publishing House
3. Banking Commission report(s)
4. Reserve Bank of India: Bulletins
5. Reserve bank of India: Annual Report(s)
6. Report of Currency and Finance
7. E. Gordon and K. Natarajan, Emerging Scenario of Financial Services, Himalaya Publishing House, Mumbai
8. M. Y. Khan, "Indian Financial System", Tata McGraw Hill.
9. Bharati Pathak, "Indian Financial System",
10. Stigum, Managing Bank Assets and Liabilities, Dow-Jones Irwin.
11. Dudley Luckett, "Money and Banking," McGraw Hill
12. Vasant Desai," Banks and institutional management," Himalaya Publishing House
13. Dr. P. K. Srivastava, "Banking theory and Practice", Himalaya Publishing House.
1. Functions and Working of the RBI: Reserve Bank of India Publications.
14. Financial Sector Reforms and India's Economic Development: N.A.Majumdar
15. Central Banking and Economic Development: Vasant Desai
16. Monetary Economics: S.B. Gupta
17. Banking in India - S. Panandikar
18. Banking: S.N. Maheshwari
19. Report on Trends and Progress of Banking in India: Reserve Bank of India Publication

S. Y. B. Com. (CBCS 2019 Course)
Semester IV
C431: MARKETING IV

Total Credit: 2

Objective: The objective of this course is to enable students learn the fundamentals of personal selling and steps involved in the selling process.

1 Selling organisation
- 1.1 Meaning, need, importance, objectives
- 1.2 Basic functions - administrative, operating and staff
- 1.3 Types and structure of selling organization
- 1.4 Size of selling organisation and factors determining the size of selling organisation
- 1.5 Qualities and functions of sales manager.

2 Essentials of Good Salesman
- 2.1 Knowledge of salesman about factors relating to his goods
- 2.2 Methods of packaging
- 2.3 Transport
- 2.4 Terms and policies of his organisation
- 2.5 Policies of competitors
- 2.6 Socio - economic political conditions
- 2.7 Prospects and customers
- 2.8 Sources of information

3. Personality Traits of Salesman
- 3.1 Physical trait - health, personality, voice, disposition
- 3.2 Mental traits - enthusiasm and cheerfulness alertness, self - confidence, intelligence, wisdom, aptitude
- 3.3 Social traits - general, education, courtesy, behaviour manners tact
- 3.4 Character traits - efficiency, indignity, patience, ambition, memory

4 Selection, Training and Motivation of Salesman
- 4.1 Importance of proper selection
- 4.2 Sources of selection - internal and external
- 4.3 Comparative merits and demerits of sources
- 4.4 Importance and objectives of training
- 4.5 Methods of training and instruction
- 4.6 Meaning, necessity and methods of motivation
- 4.7 Financial and non-financial incentives

Recommended Books

1.	Modern Marketing Management	Dr. R.S. Davar.
2.	Marketing Management in Indian Perspective	S. M. Jha & L.P. Singh.
3.	Marketing Research Review	S.A. Chunawalla.
4.	Marketing Management	S.A. Sherlekar.
5.	Marketing Management	Philip Kotler
6.	Marketing	Rajan Nayar
7.	Theory of Marketing in Underdeveloped Country	J.N.Chaturvedi.
8.	An Introduction to Marketing	Amarchand & B. Varadharajan

S. Y. B. Com. (CBCS 2019 Course)
Semester IV
C441 – COST AND MANAGEMENT ACCOUNTING-II
Total Credit: 2

Objectives: This course exposes the students to the study of
1. Material storage system
2. Material accounting
3. Material control
4. Material losses

1. Material Storage System and Storekeeper
- 1.1. Meaning and types of storage – centralised storage and decentralised storage system
- 1.2. Functions of storekeeper
- 1.3. Stores routine – fixation of stock levels – minimum, maximum, reordering, average and danger stock levels
- 1.4. Economic Order Quantity (EOQ)
- 1.5. Problems on stock levels

2. Classification and Codification of Materials
- 2.1 Meaning of classification – types of classification
- 2.2 Meaning of codification of materials – types of codification – numerical, alphabetical, mixed (alphanumerical) and Mnemonic codification.
- 2.3 Stores Layout and material handling - Meaning and objectives
- 2.4 Issue of materials – procedure for issue
- 2.5 Material requisition and bills of material
- 2.6 Transfer of materials

3. Store Records
- 3.1 Bin Card
- 3.2 Stock Register(Material Control Register)
- 3.3 Stores ledger
- 3.4 Distinction between Bin card & Stores ledger
- 3.5 Pricing of material issues – FIFO (First In First Out), LIFO(Last In First Out), Simple average and Weighted average method
- 3.6 Problems on above four methods

4. Material Control
- 4.1 Meaning and objectives
- 4.2 Methods of material control – ABC Analysis, Perpetual Inventory System, Physical Verification of Stock- continuous stock taking and periodic stock verification.
- 4.3 Inventory turnover ratios – Meaning and objectives, problems on material turnover ratio.

5. Material Losses: Meaning, Types and Accounting Treatment
- 5.1 Waste
- 5.2 Scrap
- 5.3 Spoilage
- 5.4 Defectives

Suggested Books

1. Advanced Cost Accounting: Jain – Narang
2. Advanced Cost Accounting : B.K.Bhar
3. Advanced Cost & Management Accounting : Saksena Vaishtha
4. Cost & Management Accounting : problems & solutions P.V.Rathanam
5. Advanced Cost Accounting : N.K.Prasad
6. Advanced Costing & Management Accountancy by Prof.Subhash Jagtap
7. Advanced Cost Accounting : Lal, Sharma Nigam
8. Cost Accounting : Wheldon

9. Journal of I.C.W.A. The Management Accountant
10. Cost Accounting : A Management Emphasis – Horngreen
11. Cost Accounting : Shukla & Grewal

S. Y. B. Com. (CBCS 2019 Course)
Semester IV
C451: BUSINESS ENTREPRENEURSHIP II

Total Credit: 2

Objectives: To provide understanding of nature, scope and importance of business environment and entrepreneurship.

1. Entrepreneur and Entrepreneurship
1.1 Needs and importance of entrepreneurship
1.2 Problems of unemployment
1.3 Features and qualities of entrepreneur
1.4 Functions of entrepreneur
1.5 Entrepreneurial motives - David McClelland's theory of need for achievement and Kakinada experiment

2. Types of Entrepreneurs
2.1 Innovative entrepreneur
2.2 Imitating entrepreneur
2.3 Educated and uneducated entrepreneur
2.4 Rich and poor entrepreneur
2.5 Urban and rural entrepreneur
2.6 Born and made entrepreneur
2.7 Fabian and drone entrepreneur
2.8 Agricultural entrepreneur

3. Women Entrepreneurs
3.1 Role of women in society
3.2 Growth of women entrepreneurs
3.3 Areas for women entrepreneur
3.4 Problems faced by women entrepreneurs

4. Entrepreneurship in the Service Industry
4.1 Role of service sector in the national economy
4.2 Types of service ventures
4.3 Service industry management
4.4 Success factors in service ventures
4.5 Opportunities to service industry in rural and urban areas

Recommended Books

1 . Business Environment - Francies Kherunilam.
2. Environment & Entrepreneur- B.C.Tandon.
3. Business Environment - Balsubrahmaniyam.
4. Entrepreneurship - Dr. P. C. Shejawalkar.
5. Entrepreneurship - Dr.Prabhakar Deshmukh.
6. Business Environment - Shaikh Saleem.
7. Business Environment - K. Aswathappa.
8. A Practical guide to Industrial Entrepreneurs - Srivastava S.B.
9. Innovation and Entrepreneurship - Peter F. Drucker

S. Y. B. Com. (CBCS 2019 Course)
Semester IV
C461: E-COMMERCE II

Total Credit: 2

Objectives:

1. To enable the student to understand basics of E-Business
2. To understand and describe the unique features of E-Commerce technology
3. To understand various types Business Models for E-Commerce
4. To understand the issues of E-Commerce

1. E-Business Communication

i. Introduction
ii. Importance of E-Technology in the E-Business Communication
iii. Models of E-Business Communication
iv. E-Business Conferencing
v. Audio, Documents and Telephone
vi. Video Conferencing
vii. E-mail in E-Commerce
viii. Mobile Communication

2. Business Models for E-Commerce

i. E-Business : Meaning, Definitions and Importance
ii. E-Business Models Based on the Relationships of Transaction Parties
iii. B2B, B2C, B2E, , B2G, C2C, C2G, G2G, P2P
iv. E-Business Models Based on the Relationships of Transaction Types
v. Manufacture Model
vi. Advertising Model
vii. Value Chain Model
viii. Brokerage Model

3. E-Commerce Security

i. E-Commerce Security- Concept, Need and Significance
ii. Basic Security Issues
iii. Attacking Methods: Hacking, Cracking and Freaking
iv. Filters: Meaning, Definition of Firewalls, Types of Filters
v. Cryptology: Encryption and Decryption
vi. Data Encryption Standards
vii. Cyber Crimes
viii. Managing E-Commerce Security

4. Legal and Ethical Issues of E-Commerce

i. Legal Issues: Privacy, Intellectual Property Rights, Patents, Electron Contracts
ii. Ethical Issues: Channel Conflict, Internal Conflicts, Disintermediation, Trust, Non Work Related Use of Internet and Code of Ethics
iii. Regulatory Framework of E-Commerce

Recommended Books

1. Dave Chaffey, E-Business and E-Commerce Management, Pearson Education, New Delhi
2. Introduction to E-Commerce- SAGE Publication- New Delhi
3. Laudon, Kenneth C and Carol Guercio Traver, E-Commerce Business. Technology Society, Pearson Education, Delhi
4. Rayport, Jeffrey F and Jaworksi, Bernard J: Introduction to E-Commerce, Tata McGraw Hill, New Delhi
5. Rich, Jason R: Starting an E-Commerce Business, IDG Books, Delhi
6. Stamper David A, and Thomas L.Case: Business Data Communications, Pearson Education, New Delhi
7. Turban, Efraim, David King et. al, Electronic Commerce: A Managerial Perspective, Pearson Education Asia, Delhi

S. Y. B. Com. (CBCS 2019 Course)
Semester IV
C471: BUSINESS ADMINISTRATION II

Total Credit: 2

Objectives:

1. To provide basic knowledge about various forms of business organizations
2. To acquaint the students about business environment and its implications thereon
3. To aware them with the recent trends in business

1. Legal Aspects of Business Unit

i. Compliance of Legal Requirements in Promoting Business Unit
ii. Licensing, Registration, Filing Returns and Other Documents.
iii. Important Legal Provisions Governing Promotion and Establishment of Unit

2. Productivity

i. Productivity- Meaning, Importance and Measurement of Productivity
ii. Factors Affecting Productivity
iii. Techniques and Measures to Boost Productivity
iv. Role of National Productivity Council
v. Product Quality Control IS0-9000, 14000
vi. Quality Circles

3. Recent Trends in Business Management

i. Liberalisation, Privatisation and Globalisation -Meaning, Concepts
ii. Implications and Consequences of LPG
iii. BPO, KPO and LPO
iv. Public Private Partnership (PPP)

4. Industrial Sickness

i. Industrial Sickness-Meaning and Definitions
ii. Symptoms, Causes and Consequences of Industrial Sickness
iii. Role of Government in Prevention of Industrial Sickness
iv. Role of BIFR

Recommended Books

1. J Batty McDonald, Industrial Administration and Management
2. K. Aswathappa, Essentials of Business Administration, Himalaya Publications, New Delhi
3. N. Mishra, Modern Business Organisation and Management, Allied Publishers, Mumbai
4. S. C. Saxena, Business Administration, Sahitya Bhavan, Agra
5. Stephen Robbins, The Administrative Process

T. Y. B. Com. CBCS (2019 Course)
SEMESTER V
C508: CORPORATE ACCOUNTING III

Total Credits: 3

Objective: To enable the students to develop awareness about corporate accounting with the provisions of Companies Act.

1. **Accounting Standards and Financial Reporting (Introduction to IFRS-Fair Value Accounting)**
   - 1.1 Brief Review of Indian Accounting Standards: AS- 3, AS-7, AS-12 AS-15 AS-17 to AS-20, AS-22 to 25
   - 1.2 Simple practical examples of application nature
2. **Final Accounts of Banking Companies**
   - 2.1 Introduction of Banking Company - Legal Provisions
   - 2.2 Non Performing Assets (NPA) - Reserve Fund- Acceptance, Endorsements & Other Obligations, Bills for Collection Rebate on Bills Discounted, Provision for Bad and Doubtful Debts
   - 2.3 Preparation of Final Accounts in vertical form as per Banking Regulation Act 1949
   - 2.4 Introduction to Core Banking System.
3. **Insurance Claim Accounts**
   - 3.1 Claim for Loss of Stock – Introduction, Procedure for Calculation, Average Clause, Treatment of abnormal items of goods, Under and Overvaluation of Stock
   - 3.2 Claim for Loss of Profit – Introduction, Indemnity under policy, Some important terms, Procedure for ascertaining claims
   - 3.3 Claim for Loss of Fixed Assets – Introduction, Some important Terms, Procedure for ascertaining claims
4. **Single Entry System**
   - 4.1 Meaning
   - 4.2 Merits and demerits of single entry system
   - 4.3 Ascertainment of profit of a sole trader and partnership firm under statement of affairs method
   - 4.4 Conversion of single entry into double entry system

Recommended Books

1. Advanced Accounts: M. C. Shukla & T. S. Grewal (S. Chand & Sons, New Delhi)
2. Advanced Accounts: Hrishikesh Chakrabarty
3. Advanced Accounts: R. L. Gupta
4. Company Accounts: Jain and Narang (Kalyani Publishers, New Delhi)
5. Advanced Accounts: Gupta, Rupram
6. Advanced Accountancy: R. L. Gupta & M. Radhaswamy (S. Chand & Sons, New Delhi)
7. Student Guide to Accounting Standards : D.S. Rawat (Taxmann, New Delhi)
8. Accounting Standards: Sanjeev Singhal
9. Principal of Management Accounting: Dr. S.N. Maheshwari
10. Advanced Management Accounting: Ravi Kishor

Journals

1. The Chartered Accountant: ICAI, New Delhi
2. 2. The Accounting World : ICFAI, Hyderabad

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T. Y. B. Com. CBCS (2019 Course)
SEMESTER V
C-512: INTERNATIONAL ECONOMICS-I

Total Credits: 3

Objectives

1. To have a holistic view of international economies.
2. To study the theories of International Trade.
3. To highlight the trends and challenges faced by nations in a challenging global environment.
4. To understand the trends in India's external sector.

UNIT-I: Introduction

1.1 Meaning and scope of International Economics
1.2 Importance of international economics
1.3 Domestic Trade vs International Trade.
1.4 Role of International Trade in Economic Growth

UNIT-II: Theory of International Trade

2.1 Theory of absolute advantage.
2.2 Theory of comparative cost advantage
2.3 Theory factor endowment (Hecksher – Ohlin Theory, Leontiof paradox)
2.4 Intra Industrial Trade

UNIT-III: Terms of Trade

3.1 Concept of Terms of Trade
3.1.1 Gross barter terms of trade
3.1.2 Net barter terms of trade.
3.1.3 Income Terms of trade.
3.2 Factors determining terms of trade.
3.3 Gains from Trade – Static and Dynamics

UNIT-IV: International Trade Policy

4.1 Free Trade Policy – Meaning, Arguments for and against.
4.2 Protection policy – Meaning Arguments for and against.
4.3 Tools of Protection – Tariffs and non-tariff barriers.

UNIT-V: Regional and International Economic Co-operation

5.1 Regional Cooperation
5.1.1 South Asian Association for Regional Cooperation (SAARC)
5.1.2 European Union – (EU)
5.2 Concept of Trade Blocks and Economic Integration

Recommended Books:-

1. Sauderston : International Economics,
2. Z. M. Jhingan: Inernational Economics (Vrinda Publication).
3. A. V. Rajwade: Foreign Exchange Risk Management (Academy of Business Studies)
4. Deminick Salvatove: International Economics
5. Francis Cherulliom: International Economics (prentice hall)
6. L.M.Bhole: Financial Institutinsl: Markets (Tata McGraw Hill).
7. H.R. Macharaju: International Financial Markets and India. (Wheeler Publication).
8. Antar Rashtriay Arthshastra: Dr. T.G. Gite and others (Atharva Prakashan, Pune).
9. Dutt & Sundarsom: Indian Economy (S. Chand & Company)
10. R. B.I. Report on Currency Finance

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T. Y. B. Com. CBCS (2019 Course)
SEMESTER V

C513: AUDITING AND TAXATION I

Total Credits: 2

Objectives:

1. To acquaint the students about the concept and principles of Auditing and audit process.
2. To understand the basic concepts and to acquire knowledge about Computation of Income under the Income Tax Act, 1961

1 Auditing

1.1 Elementary Principles of Auditing – Definitions, Nature, Objectives and Advantages of Auditing, Types of Errors and Frauds, Various Classes of Audit

1.2 Audit Programme, Audit Note Book, Working Papers, Internal Check, Internal Audit

2 Income Tax Act, 1961

2.1 Scope and objective of income tax

2.2 Taxation structure in India

2.3 Definitions-Income, Person, Assessee, Assessment Year, Previous Year, Agriculture Income, Exempted Income, Residential Status of an Assessee, PAN, TAN

2.4 Concept of Capital and Revenue Receipts and Expenditure

3. Computation of Taxable Income from Salary and House Property

3.1 Income from Salary: Salient Features, Meaning of Salary, Allowances and their tax liability–Perquisites and their Valuation, Deductions Allowed (Theory and Problems)

3.2 Income from House Property: Basis of Chargeability – Annual Value – Self Occupied and Let Out Property- Deductions Allowed (Theory and Problems)

4. Computation of Total Taxable Income of an Individual

4.1 Gross total Income

4.2 Deductions u/s-80C, 80ccc to 80 U

4.3 Income Tax Calculation- (Rates applicable for respective assessment year)

4.4 Education Cess

Recommended Books

1. Practical Auditing -: Spicer and Peglar
2. Auditing Principles -: Jagadish Prasad
3. A Handbook of Practical Auditing -: B. N. Tondon
4. Auditing Assurance Standards- -: The Institute of Chartered Accountants of India
5. Indian Income Tax -: Dr. Vinod Singhania
6. Income Tax- -: Ahuja and Gupta
7. Income Tax Act -: R. N. Lakhotia
8. Indian Income Tax Act -: H. C. Malhotra
9. Income Tax -: Manoharem
10. Student Guide to Income Tax -: Dr. Vinod Singhania

T. Y. B. Com. CBCS (2019 Course)
SEMESTER V
C504: BUSINESS REGULATORY FRAMEWORK I

Total Credits: 2

Objectives:

1. To acquaint students the basic concepts, terms and provisions of mercantile and business law.
2. To develop the awareness among the students regarding mercantile and business laws affecting business, trade and commerce.

1. Indian Contract Act 1872

1.1 Definition, nature and classification of contracts
1.2 Offer and acceptance
1.3 Capacities of parties to contract
1.4 Free consent
1.5 Consideration
1.6 Legality of object
1.7 Agreement declared void
1.8 Performance of contract
1.9 Discharge of contract
1.10 Remedies for breach of contract
1.11 Quasi contract

2. Special Contracts

2.1 Contract of indemnity
2.2 Contract of guarantee
2.3 Bailment
2.4 Pledge
2.5 Contract of agency

3. The Consumer Protection Act 1986

3.1 Salient features of the C.P. Act
3.2 Definitions-Consumer, Complainant, Services, Defect & Deficiency,
3.3 Complainant, unfair trade practice, restrictive trade practice
3.4 Consumer Protection Councils
3.5 Procedure to file complaint & Procedure to deal with complaint & Reliefs available to consumer.(Sec.12 to14)
3.6 Consumer Disputes Redressal Agencies (Composition, Jurisdiction, Powers and Functions)

4. Intellectual Property Rights

4.1 WIPO: Objectives, Organs, Programmes & Activities of WIPO
4.2 TRIPS: Objectives & Categories of IPR covered by TRIPS
4.3 Definition and conceptual understanding of following IPRs under the relevant Indian current statutes
4.3.1 Patent: Definition & Concept, Rights & Obligation of Patentee, its term.
4.3.2 Copyright: Characteristics & Subject Matter of Copyright, Author & his Rights, Term.
4.3.3 Trademark: Characteristics, Functions, Illustrations, Various Marks, Term, Internet Domain Name- Rights of Trademark holder.
4.3.4 Design: Importance, Characteristics, Rights of Design holder.
4.3.4 Geographical Indications, Confidential Information & Trade Secrets, Traditional knowledge-Meaning & Scope of these IPRs

Recommended Books

1. Business and Corporate Law :- Dr. Kaur Harpreet, Lexis Nexis (2013)
2. Laws for Business, Sulphey M. M. & Basheer, PHI Learning Pvt. Ltd., Delhi. (2013)
3. Business Laws :- Kuchhal M. C. & Kuchhal Vivek, Vikas Publishing House (2013)
4. Business and Commercial Laws:-Sen And Mitra
5. An Introduction to Mercantile Laws :-N. D. Kapoor, Sultan Chand & Sons, New Delhi
6. Business Laws :- N. M. Wechlekar
7. Company Law :-Avtar Singh
8. Business Law for Management :-Bulchandani K.R
9. Consumer Protection Act In India :-Niraj Kumar
10. Consumer Grievance Redressal under CPA :-Deepa Sharma.
11. Business Law: Dilip Shinde, Kiran Nerkar, Shantnu Jog, Anant Deshmukh (Sai Jyoti Publication)
12. Business Law: Kapoor N.D., Sultan Chand & Sons, New Delhi.

T. Y. B. Com. CBCS (2019 Course)
SEMESTER V
C511: CORPORATE LAW V

Total Credit :2

Objectives:

1) To develop understanding of the regulations of Registered Companies
2) To provide thorough understanding of the various provisions of the Companies Act 2013.

1. Borrowing Powers

1.1 Statutory Provisions
1.2 Unauthorized Borrowings
1.3 Restrictions on Borrowing Powers
1.4 Ultra vires the Borrowing
1.5 Security for Borrowings - Mortgage – Pledge – Hypothecation – Charge – Fixed Mortgage and Charge - Registration of Charges

2. Borrowing Methods

2.1 Short Term, Medium and Long Term Borrowings
2.2 Public Deposits: Acceptance of Deposits by Companies, Prohibition on Acceptance of Deposits from Public, Repayment of Deposits
2.3 Registered Valuers
2.4 Issue of debentures – Meaning, Kinds, Procedure for Issue Debentures
2.5 SEBI Guidelines relating to Issue of Debentures
2.6 Inter-Company Loans and Investments

3. Rule of Majority

3.1 Concept of Rule of Majority and Exceptions to the Rule of Supremacy of Majority
3.2 Protection of Minority
3.3 Remedies and Rights of Minority Shareholders
3.4 Oppression and Mismanagement-Meaning
3.5 Prevention of Oppression and Mismanagement
3.6 Who can apply to the Court?
3.7 Powers of Tribunal
3.8 Power of Central Government

4. Corporate Governance

4.1 Concept and Historical Background
4.2 Cadbury Committee Report
4.3 Corporate Management Structure for Corporate Governance
4.4 Corporate Governance in Indian Context
4.5 Code of Effective Corporate Governance
4.6 Principles of Morality and Business Ethics and Scope
4.7 Code of Conduct for Professionals
4.8 Role of Board of Directors
4.9 Board Committees
4.10 Reports of Various Committees on Corporate Governance

Recommended Books

1. Companies Act 2013
2. Company Law N. D. Kapoor
3. Guide to Companies Act Ramaiya
4. Principles of Modern Company Law Gower L. C. B.
5. Modern Indian Company Law M. C. Kuchhal
6. Company Law – Avtar singh (Eastern Book Co., Lucknow)
7. Company Law - A. K. Mujumdar (Taxmann Publication Pvt. Ltd.)
8. Corporate Law – Dilip Shinde, Kiran Nerkar, Abhishek Sahu (Sai Jyoti Publication)

T. Y. B. Com. CBCS (2019 Course)
SEMESTER V
C 521: BANKING & INSURANCE – V

Total Credit :2

Objectives –

This course aims at providing students with an understanding of the structure, organization, and working of financial markets and institutions in India.

1. Banking System in India

1.1 Nature of banking system in India
1.1 Role of banking in economic development of India.
1.2 Commercial banks in private and public sector.
1.3 Nationalization of commercial banks - factors responsible, performance of nationalized banks and evaluation of banks after nationalization.
1.4 New private commercial banks.
1.5 Three tier system of co- operative credit in India.
1.6 National Bank for Agriculture and Rural Development (NABARD)

2. Banking Sector Reforms

2.1 Reforms in system – Narsimhan Committee Report. (I) (1991)
2.2 Banking and financial sector reforms
2.3 Narsimhan Committee Report (II) (1998)
2.5 Banking Ombudsmen Scheme of 1995

3. Indian Money Market

3.1 Un- organized sector of the Indian money market
3.2 Organized sector of Indian money market
3.3 Characteristics of Indian money market
3.4 Measures to reform and strengthen Indian money market

4. Indian Capital Market

4.1 Evolution of capital market in India
4.2 Structure and Constituents of Indian capital market
4.3 Stock Exchanges in India – Nature of transaction and speculation
4.4 Major Problems in trading in Indian stock exchanges
4.5 Measures suggested for the reforms of stock exchanges
4.6 Security Exchange Board of India (SEBI)
4.7 Steps taken by SEBI to strengthen Capital Market

<u>Suggested Readings:</u>

1) Banking Law and Practice in India (18th Edition) – by Tandan.
2) Banking Theory and Practice – by K.C. Shekar.
3) Money, Banking & International Trade – by M.C. Vaish.
4) Banking & Finance – by Dr. Mukund Mahajan.
5) Banking and Finance – by Prof. Rita Swamy & Prof. Shrikant Joshi.
6) Indian Financial System –M.Y. Khan.
7) Banking Theory & Practice – by DR. P.K. Srivastav.
8) Development Banking – Issues & Options – by Vasant Desai.
9) Indian Economy by Dr.Dhar
10) Indian Economy by Rudhar Datta & Sundaram.
11) World Trade and Payment – An Introduction, 9th Edition (2004) Caves, Franker and Jones, Pearson Education, Delhi-110 092.
12) Management of Banking and Financial Services – Justin Paud and Padmlatha Suresh (2007), Pearson Education, Delhi-110 092

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T. Y. B. Com. CBCS (2019 Course)
SEMESTER V
C531: MARKETING V

Total Credit :2

Objective:- To acquaint students with the basics of advertising and publicity.

1. Advertising

1.1 Introduction, Scope and Elements of Advertising
1.2 Conceptual frame work and origin
1.3 Advertising as a marketing tool and its significance for consumer welfare
1.4 Nature and functions of advertising
1.5 Role of adverting in modern business
1.6 Advertising and marketing mix
1.7 Objectives of advertising
1.8 Economic and social aspects of advertising
1.9 Benefits, limitations of advertising

2. Advertising in Media (

2.1 Definition, Classification and characteristics of different media
2.2 Outdoor media, direct mail, radio, television, miscellaneous,
2.3 Selection of media-factors affecting selection of a media
2.4 Designing media plan- strategic considerations, market the target consumers, type of the product to be advertised, characteristics of distribution channel, copy formulation, exposure to the market
2.5 Media mix
2.6 Availability of media and cost of media
2.7 Media scheduling

3. Construction of Advertising Materials

3.1 Visualization-techniques of visualization
3.2 Preparation of the copy
3.3 Copy thinking
3.4 Objectives and essentials of good copy, Types of copy
3.5 A-I-D-A formula (Attention-Interest-Desire-Action)
3.6 Illustration-meaning, importance, advantages, limitations, essentials of illustration

4. Advertising Agency, Functions, Selection, Co-ordination

4.1 Evolution and history of advertising agency- a consultants role- services and functions of an advertising agency
4.2 Factors involved in agency selection- co-ordination with the agency - changing the agency- organisational structure - development of new agency system
4.3 Future of advertising agency- institutional advertising- inter-dependence of institutional and product advantage image building
4.4 Audience segmentation and media - methods of selecting new clients - corporate advertisement corporate advertising in India

Recommended Books

1. Navin Mathur : Press Advertising (Himalaya Publishing House)
2. M. Satyanarayan : Salesmanship - Sales Management & Advertising
3. S.A. Chunawala & K.C. Sethia : Foundation of Advertising - Theory & Practice
4. G.P. Palekar & R.A. Haredia : Advertising
5. Peter Chandan : Advertising & Publicity
6. Harry Walkar Hepner : Modern Advertising - Practice & Principles

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T. Y. B. Com. CBCS (2019 Course)
SEMESTER V
C541: COST AND MANAGEMENT ACCOUNTING III

Total Credit :2

Objective: To acquaint the student with treatment of labour overheads and methods of costing.

1. Labour

1.1 Importance of labour
1.2 Classification of labour cost
1.3 Distinction between direct labour and indirect labour cost
1.4 Labour turnover – meaning and causes
1.5 Methods of calculating labour turnover rate
1.6 Labour turnover cost and its treatment
1.7 Time keeping- meaning and objectives
1.8 Methods of time keeping- manual and mechanical methods
1.9 Time booking - meaning and objectives
1.10 Methods of time booking -time sheet, job tickets / cards, labour cost cards

2. Labour Remuneration

2.1 Meaning of remuneration
2.2 Features of sound wage plan
2.3 Methods of wage payment- basic methods-time wage system, piece rate system, Taylor's differential piece rate system
2.4 Bonus plans, Halsey plan, Rowan plan, Emerson's efficiency plan
2.5 Distinction between Halsey and Rowan plan

3. Overheads

3.1 Meaning and definitions
3.2 Classification – functional, element wise, behavior wise, nature wise and control wise, purpose of classification
3.3 Allocation and apportionment of overheads-meaning
3.4 Principles to be followed- bases of apportionment- primary and secondary distribution
3.5 Distinction between allocation and apportionment
3.6 Reapportionment of overheads, bases for reapportionment of overheads
3.7 Methods of reapportionment- non reciprocal, repeated distribution method, simultaneous equation method
3.8 Absorption of overheads- meaning
3.9 Absorption rates- objectives, under absorption and over absorption
3.10 Methods - labour hour rate, machine hour rate etc.

4. Special Points 4.1 Overtime- meaning, normal and abnormal overtime, accounting treatment
4.2 Idle time- meaning, normal and abnormal idle time, accounting treatment
4.3 Incentives – monetary and non monetary incentives

Recommended Books

1. Advanced Cost Accounting — Jain and Narang
2. Advanced Cost Accounting — B. K. Bhar
3. Advanced Cost and Management Accounting — Saksena Vaishtha
4. Cost and Management Accounting: Problems and Solutions — P. V. Rathnam
5. Advanced Cost Accounting — N. K. Prasad
6. Advanced Costing and Management Accountancy — Subhash Jagtap

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T. Y. B. Com. CBCS (2019 Course)
SEMESTER V
C542: COST AND MANAGEMENT ACCOUNTING IV

Total Credit :2

Objective: To acquaint the students with the application of cost accounting techniques as well as with recent trends in cost accounting.

1. Marginal Costing

1.1 Marginal costs and marginal costing, meaning, objectives, uses, limitations
1.2 Difference between absorption costing and marginal costing
1.3 Key factor analysis
1.4 Concept of differential costs
1.5 Break even analysis
1.6 Cost volume profit analysis, simple break even charts, multiple break even charts, profit volume graph
1.7 Calculation of breakeven point by mathematical methods
1.8 Applications of BEP analysis

2. Budgets and Budgetary Control

2.1 Introduction
2.2 Pre-requisites of budgeting systems
2.3 Classification of budgets - functional budgets, purchase budget, production budget, sales budget, cash budget, fixed and flexible budgets, zero base budgeting
2.4 Performance report - performance budgeting

3. Introduction to Management Information System in Costing

3.1 Meaning , Objectives of Management Information System
3.2 Advantages of Management Information System

4. Cost Audit

4.1 Nature, objects and scope
4.2 Advantages of cost audit
4.3 Cost audit procedure, list of records and procedure, preparation of cost audit programme
4.4 Cost audit report and cost audit records rules

Recommended Books

1) Advanced Cost Accounting — Jain - Narang.
2) Advanced Cost Accounting — B. K. Bhar.
3) Advanced Cost & Management Accounting — Saksena Vaishtha
4) Cost & Management Accounting : Problems &Solutions — P. V. Rathanam.
5) Advanced Cost Accounting — N. K. Prasad.
6) Advanced Costing & Management Accountancy — Subhash Jagtap.
7) Advanced Cost Accounting — Sharma Nigam.
8) Cost Accounting — Wheldon.
9) Journal of I. C. W. A. The Management Accountant.
10) Cost Accounting : A Management Emphasis - Horngreen.

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T. Y. B. Com. CBCS (2019 Course)
SEMESTER V
C 551: BUSINESS ENTREPRENEURSHIP III

Total Credit :2

Objective: To acquaint the students with promotional aspects of business unit and its problems and concept of privatization, globalization and multinational corporations.

1. Promotional Aspect

1.1 Project- identification of opportunity, market survey, collection and analysis of data, comparative study of project, bankable project report, cash flow statement, break even chart, documentation, registration and licensing, consultancy, suitable form of organization

2. SSI Units

2.1 Government schemes, nature of financing

2.2 Seed capital scheme, ploughing back of profits

2.3 Bank finance, State Finance Corporation, Maharashtra Industrial Development Corporations, Western Maharashtra Development Corporation,

2.4 Decisions regarding location, scale of production, technology, purchase, marketing, public relations

3. Privatizations and Globalization

3.1 Privatization- Public sector, its defects, reactions, ways of privatization, obstacles, benefits, privatization in India

3.2 Globalization- why go international? international strategy, globalization of Indian business

Recommended Books

1. Peter F. Drucker - Innovation and Entrepreneurship -U.B.S. Publishers Ltd., New Delhi
2. Agarwal Vinod K - Initiative, Enterprise and Economic Choices in India
3. Mishra P.N. - Development Bank and the New Entrepreneurship
4. Srivasatava S.B. - A Practical Guide to Industrial Entrepreneurship
5. T.Venkateshwara Rao, Udia Pareck - Developing Entrepreneurship, IIM, Ahmadabad
6. Sharma R.A.- Entrepreneurial Change in Indian Industry, Sterling Publishers Pvt. Ltd. New Delhi
7. Vasant Desai - Dynamics of Entrepreneurial Development and Management, Himalaya Publishing House

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T. Y. B. Com. CBCS (2019 Course)
SEMESTER V
C552: BUSINESS ENTREPRENEURSHIP IV

Total Credit :2

Objective: To acquaint the students with development and growth of entrepreneurship skills.

1. Organizational Behaviour
- 1.1 Organization – meaning, definitions, goals, approaches
- 1.2 Organizational behaviour – meaning, definitions, Scope
- 1.3 Historical roots to organizational behaviour.
- 1.4 Organizational behaviour model.

2. Individual Behaviour and Personality
- 2.1 Determinants of individual behaviour, biographical characteristics, ability, learning and personality
- 2.2 Personality- meaning, definitions, determinants of personality
- 2.3 Theories of personality
- 2.4 Personality development
- 2.5 Emotional intelligence
- 2.6 Entrepreneurial personality

3. **Innovation**
- 3.1 Meaning
- 3.2 Schumpeter and innovation
- 3.3 Sources of innovation
- 3.4 Principles of innovation
- 3.5 Do's and don'ts of innovation

4. Leadership
- 4.1 Meaning and definitions
- 4.2 Distinction between manager and leader
- 4.3 Leadership theories – traits theory
- 4.4 Behavioural theory, the managerial grid
- 4.5 Contingency theory , situational theory, path and goal theory
- 4.6 Transactional versus transformational leadership
- 4.7 Indian industrial leadership and challenges of new scenario

Recommended Books

1.	Innovation and Entrepreneurship	Peter F. Drucker
2.	Dynamics of Entrepreneurial Development	Vasant Desai
3.	Business Environment	Francis Cherunilam
4.	Entrepreneurial Change in Indian Industry	R.A.Sharma
5.	Entrepreneurship and Economic Development	Peter Killby
6.	Entrepreneurship	Dr. P.C.Shejwalkar
7.	Environment and Entrepreneur	B.C.Tandon
8.	Entrepreneurship	Dr. Prabhakar Deshmukh

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T. Y. B. Com. CBCS (2019 Course)
SEMESTER V
C561: E-Commerce III

(E-Marketing and E-Banking)

Total Credit :2

Objectives:

1. To understand role of security in online transactions
2. To understand and describe the unique features of e-commerce technology.
3. To understand various types of business models.
4. To analyze and compare the different monetary transactions.

1. E-Markets

1.1 Online Shopping
1.2 Online Purchasing
1.3 Electronic Markets
1.4 Three Models of E-Markets
1.5 E-Advertising
1.6 E-Branding

2 E-Banking

2.1 Introduction, Concepts & Meaning
2.2 Electronic Fund Transfer
2.3 Automated Clearing House
2.4 Automated Ledger posting
2.5 Electronic Money transfer
2.6 E-cheques
2.7 ATM, FOS & Tele-banking

3. E-Payment Systems

3.1 Models of Payments : Credit Cards, Debit Cards & Smart Cards
3.2 E-Credit Accounts & E-Money/Cash
3.3 Digital Signatures
3.4 Legal positions of Digital Signatures
3.5 Procedure & working of Digital Signature technology
3.6 Risks and E-Payment System
3.7 Data Protections, risk from mistakes and disputes
3.8 Consumer protection
3.9 Management Information Privacy
3.10 Managing Credit Risk

4 E- Ticketing

4.1 Online booking systems
4.2 Online booking procedure of railways, airlines, tourist and religious places, hotels and entertainment industry

Reference Books

1. e-Commerce - Concepts, Models, Strategies, by C S V Murthy Himalaya Publishing House
2. Basics of e-Commerce- Legal and Security Issues E-Commerce, E-Business
3. Dr C S Rayudu : Himalaya Publishing
4. e-Commerce : An Indian Perspective 2nd Edition P T Josheph SJ
5. Electronic Commerce: Elias M Awad, Pearson Education

T. Y. B. Com. CBCS (2019 Course)
SEMESTER V
C562: E-Commerce IV
(M-Commerce and E-Governance)

Total Credit :2

Objectives:

1. To understand role of security in online transactions
2. To understand and describe the unique features of e-commerce technology.
3. To understand various types of business models.
4. To analyze and compare the different monetary transactions.

1. Mobile Commerce

1.1 Growth of Mobile Commerce
1.2 Mobile Health Services
1.3 Wireless Applications
1.4 Technologies for Mobile Commerce

2. Digital Economy

2.1 Major characteristics
2.2 Economic rules
2.3 Impact on trading and intermediaries
2.4 Impact on business processes and functional areas in banking, financial and insurance organizations

3. Electronic Data Interchange

3.1 Concept of EDI
3.2 Difference between Paper-based Business and EDI Based Business
3.3 Advantages of EDI
3.4 Application areas for EDI
3.5 Action Plan for Implementing EDI
3.6 Factors influencing the choice of EDI

4. E-Governance for India

4.1 Applications in Governance of India
4.2 EDI in governance
4.3 E-government; E-governance – applications of the internet
4.4 Concept of government-to-business, business-to-government and citizen-to-government
4.5 E-governance models; Private sector interface in e-governance

References

8. Dave Chaffey, E-Business and E-Commerce Management, Pearson Education, New Delhi
9. Introduction to E-Commerce- SAGE Publication- New Delhi
10. Laudon, Kenneth C and Carol Guercio Traver, E-Commerce Business. Technology Society, Pearson Education, Delhi
11. Rayport, Jeffrey F and Jaworksi, Bernard J: Introduction to E-Commerce, Tata McGraw Hill, New Delhi
12. Rich, Jason R: Starting an E-Commerce Business, IDG Books, Delhi
13. Stamper David A, and Thomas L.Case: Business Data Communications, Pearson Education, New Delhi
14. Turban, Efraim, David King et. al, Electronic Commerce: A Managerial Perspective, Pearson Education Asia, Delhi.

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T. Y. B. Com. CBCS (2098 Course)
SEMESTER V
C571: Business Administration III
(Human Resource Management)

Total Credit :2

Objective: To acquaint the students with basic concepts and functions of HRD

1. Human Resource Management

1.1 Meaning, Objectives of Human Resource Management
1.2 Difference between HRM and HRD
1.3 Organization, Scope and Functions of HRD in Modern Business
1.4 Human Resource Planning – Nature and Scope
1.5 Job Analysis – Job Description - Job Specification
1.6 Emerging Concept of HRD
a) Quality Circles b) Kaizen c) Voluntary Retirement Schemes

2. Recruitment and Training

2.1 Methods or Sources of Recruitment of Manpower
2.2 Role of Recruitment Agencies- Selection Process
2.3 Types of Interviews- Interview Techniques
2.4 Objectives and Importance of Training and Development
2.5 Types and Methods of Training Programmes

3. Employee Career and Succession Planning

3.1 Aims and Objectives of Career Planning
3.2 Career Planning Process – Career Planning Structure
3.3 Succession Planning - Meaning Need and Importance
3.4 Types of Career Opportunities
a) **Public Sector**: State and Local Government Level
Personnel Officer, Purchasing Officer, Secretary,
Director of Administration, Accountant etc.
b) **Private Sector**: Marketing and Sales,
Production and Material Management, Financial Sector
Management as a Profession, Insurance Industry,
Accounting and Management Information System

4. Performance Appraisal Management

1.1 Concept and Importance
1.2 Performance Appraisal Process
1.3 Methods and Techniques
1.4 Merits and Limitations of Performance Appraisal

Reference Books

1. Personnel and Human Resource Management- A. M. Sharma (Himalaya Publishing House)
2. Personnel Management and Industrial Relations- R. S. Davar (Vikas Publishing House)
3. Human Resource Development and Management- Biswanath Ghosh (Vikas Publishing House)
4. Personnel Management- C. B. Mamaria & S. V. Gankar (Himalaya Publishing House)
5. Human Resource Management- Ashwathappa

T. Y. B. Com. CBCS (2019 Course)
SEMESTER V

C572: Business Administration IV (Finance)

Total Credit :2

Objective

To acquaint the students with the basic concepts in finance of a business enterprise

1. Finance

1.1 Money and Finance, Need, Nature and Importance of Finance
1.2 Finance Functions, Objectives of Financial Management, Functions of Finance Manager
1.3 Financial Need of a Modern Business Organization

2. Financial Planning

2.1 Meaning, Nature and Characteristics of Financial Planning
2.2 Scope, Importance, Advantages, Limitations of Financial Planning
2.3 Steps in Financial Planning
2.4 Methods of Estimating Financial Requirements

3. Capitalization and Capital Structure

3.1 Capitalization – Concept, Factors Governing Capitalization, Over and Under Capitalization- Causes and Effects, Fair Capitalization
3.2 Capital Structure- Meaning, Concept and Principles of Capital Structure, Factors Influencing the Pattern of Capital Structure
3.3 Trading on Equity- Concepts and Effects

4. Management of Capital

4.1 **Types of capital-** Fixed Capital and Working Capital, Owned and Borrowed Capital, Short and Long term Capital
4.2 Need, Importance, Factors Governing Fixed and Working Capital Requirement
4.3 **Sources of capital** - Shares, Debentures, Public Deposits, Ploughing Back of Profits, Loans from Bank and Financial Institutions, Trade Creditors, Installment Credit etc.

Reference Books

1. Fundamentals of Business Finance- Dr. R. M. Shrivastav
2. Corporate Finance- S. C. Kuchhal
3. Industrial Finance- M. C. Kuchhal
4. Corporate Finance- Dr. P. V. Kulkarni
5. Financial Management- Dr. Prasanna Chandra

UGF 33: Soft Skills

Total Credit: 1

Objectives of the course:

a) To inculcate the value system among students
b) To develop a multi-faceted personality of students
c) To enhance the E
d) life skills
e) To convert capacities into capabilities to create better human resources
f) To create a accountable and responsible citizen

Course Contents

1. Soft Skills: Meaning and definition; Employability skills, Life skills, Corporate skills.
2. Developing positive attitude: Ethics, Values, Manners & Etiquettes
3. SWOT analysis and Career Planning: Strengths, Weaknesses, Opportunities and Threats
4. Communication: Concept of communication; Written as well as Spoken; body language
5. Curriculum Vitae, Resume, Bio-Data: Types of personal and educational information, preparing CV according to the job requirements
6. Interview Techniques: Types of interviews, Personal appearance, basic research, Confidence, knowledge preparation, interview style
7. Time Management: Competency-building skills; identifying use of time, management of on-time task, identifying reasons for poor time management, and taking corrective action; overall time-planning; and learning where to go for information or guidance
8. Stress Management: coping with stress and anger; recognizing/understanding others' point of view; problem solving; peer negotiation and resistance; conflict management; active listening and effective communication; acceptance and/or tolerance of diversity groups; and telephone skills
9. Teamwork and Leadership: Group discussion, effective communication skills, Group behaviour, helping nature
10. Developing work culture: sincerity, negotiation techniques, summarizing information; summarizing information about specific points; organizing studies

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Reference

1. Covey Sean, *Seven Habits of Highly Effective Teens*, New York, Fireside Publishers, 1998.
2. Carnegie Dale, *How to win Friends and Influence People*, New York: Simon & Schuster, 1998.
3. Daniel Coleman, *Emotional Intelligence*, Bantam Book, 2006
4. Fredrick H. Wentz, *Soft skills Training – A workbook to develop skills for employment*
5. Barun K. Mitra *Personality Development and Soft skills*, Oxford University Press

T. Y. B. Com. CBCS (2019 Course)
SEMESTER VI
C608: CORPORATE ACCOUNTING IV

Total Credit :3

Objective: To enable the students to develop awareness about corporate accounting with the provisions of Companies Act.

1. Farm Accounting

1.1 Meaning and objectives
1.2 Preparation of farm accounts to ascertain the profit or loss on various farming activities like crop, live stock, dairy, poultry
1.3 Preparation of general profit and loss account and balance sheet.

2. Final Accounts of Co-operative Societies

2.1 Meaning of Credit Co-operative Societies
2.2 Meaning of Consumer Co-operative Societies
2.3 - Allocation of Profit as per Maharashtra State Co-operative Societies Act
2.4 Preparation of Final Accounts of Credit Co-operative Societies
2.5 Preparation of Final Accounts of Consumer Co-operative Societies

3. Analysis of Financial Statements

3.1 Ratio Analysis: Meaning and objectives
3.2 Nature of Ratio Analysis
3.3 Problems on ratio analysis restricted to the following ratios:
a) Gross Profit Ratio b) Net Profit Ratio
c) Operating Ratio d) Stock Turnover Ratio
e) Current Ratio f) Liquid Ratio or Acid Test Ratio
g) Debt to Equity Ratio

4. Computerized Accounting Practices

4.1 Computerised Accounting Process
4.2 Income Tax - Tax Deducted at Source (TDS)
4.3 GST-History, Characteristics, Benefits, Limitations, Taxation Scheme
4.4 Including entries with the help of Accounting Software (Demonstration and Hands Experience)

Recommended Books

1. 1 Advanced Accounts: M. C. Shukla & T. S. Grewal (S. Chand & Sons, New Delhi)
2. Advanced Accounts: Hrishikesh Chakrabarty
3. Advanced Accounts: R. L. Gupta
4. Company Accounts: Jain and Narang (Kalyani Publishers, New Delhi)
5. Advanced Accounts: Gupta, Rupram
6. Advanced Accountancy: R. L. Gupta & M. Radhaswamy (S. Chand & Sons, New Delhi)
7. Student Guide to Accounting Standards : D.S. Rawat (Taxmann, New Delhi)
8. Accounting Standards: Sanjeev Singhal
9. Principal of Management Accounting: Dr. S.N. Maheshwari
10. Advanced Management Accounting: Ravi Kishor
11. GST Manual, Government of India

Journals

1. The Chartered Accountant: ICAI, New Delhi
2. The Accounting World : ICFAI, Hyderabad

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T. Y. B. Com. CBCS (2019 Course)
SEMESTER-VI
C-604: INTERNATIONAL ECONOMICS-II

Total Credits :3

Objectives:

1. To have a holistic view of international economies.
2. To study the theories of International Trade.
3. To highlight the trends and challenges faced by nations in a challenging global environment.
4. To understand the trends in India's external sector.

UNIT-I: Balance of Payment

1.1 Concept of balance of trade & Balance of Payments
1.2 Balance of Payment on Current Account and Capital Account
1.3 Convertibility of Rupee on Current Account and Capital Account

UNIT-II: Foreign Exchange Rate

2.1 Meaning of foreign exchange rate.
2.2 Fixed v/s flexible exchange rate.
2.3 Exchange rate theory-
2.3.1 Purchasing Power Parity Theory
2.3.2 Balance of Payments Theory

UNIT-III: Foreign Exchange Market

3.1 Structure of foreign exchange market.
3.2 Management of Foreign Exchange Inflow and Outflow
3.3 Euro Dollar Market

UNIT-IV: Factor Mobility

4.1 Foreign Capital - Meaning of foreign Direct Investment and Foreign Institutional Investment
4.2 Role of Multi National Corporations (MNC)
4.3 Motives and Effects of International Labour Migration

UNIT-V: Foreign Trade Policy

5.1 India's Foreign Trade Policy since 1991.
5.1.1 Features
5.1.2 Trends
5.1.3 Evaluation

Recommended Books:-

1. Sauderston : International Economics,
2. Z. M. Jhingan: Inernational Economics (Vrinda Publication)
3. A. V. Rajwade: Foreign Exchange Risk Management (Academy of Business Studies)
4. Deminick Salvatove: International Economics
5. Francis Cherulliom: International Economics (prentice hall)
6. L.M.Bhole: Financial Institutinsl: Markets (Tata McGraw Hill)
7. H.R. Macharaju: International Financial Markets and India. (Wheeler Publication)
8. Antar Rashtriay Arthshastra: Dr. T.G. Gite and others (Atharva Prakashan, Pune)
9. Dutt & Sundarsom: Indian Economy (S. Chand & Company)
10. R. B.I. Report on Currency Finance

T. Y. B. Com. CBCS (2019 Course)
SEMESTER VI
C612: AUDITING AND TAXATION II

Total Credits :2

Objectives:

1. To acquaint the students about the concept and principles of Auditing, Audit process and Tax Audit.
2. To understand the basic concepts and to acquire knowledge about Computation of Income, and Tax Collection Authorities under the Income Tax Act, 1961

1. Checking, Vouching and Audit Report

1.1 Test Checking-Vouching of Cash Book-Verification and Valuation of Assets and Liabilities
1.2 Qualified and Clean Audit Report
1.3 Audit Certificate
1.4 Difference between Audit Report and Audit Certificate

2. Company Auditor

2.1 Qualifications and Disqualification
2.2 Appointment and Removal
2.3 Right, Duties and Liabilities

3. Tax Audit and Tax Authorities

3.1 Definition of Accountant, Scope of Auditor's Role under Income Tax Act
3.2 Compulsory Tax Audit, Certification for Claiming Exemptions
3.3 Selective Tax Audit, Tax Consultancy and Representation
3.4 Proforma of Computerized Systems
3.5 Structure, Functions and powers of various Income Tax Authorities (Administrative and Judicial)
3.6 Central Board of Direct Taxes

4. Computation of Taxable Income

4.1 **Profits and Gains of Business and Profession**
a) Definition
b) Deductions expressly allowed and deduction expressly disallowed (Theory and Problems)

4.2 **Capital Gains**
a) Chargeability- Definitions - Cost of Improvements - Short Term and Long Term Capital Gains (Theory)

4.3 Income from Other Sources
a) Chargeability, Deductions, Amounts not deductible.(Theory only)

Recommended Books

1. Practical Auditing -: Spicer and Peglar
2. Auditing Principles -: Jagadish Prasad
3. A Handbook of Practical Auditing -: B. N. Tondon
4. Auditing Assurance Standards- -: The Institute of Chartered Accountants of India
5. Indian Income Tax -: Dr. Vinod Singhania
6. Income Tax- -: Ahuja and Gupta
7. Income Tax Act -: R. N. Lakhotia
8. Indian Income Tax Act -: H. C. Malhotra
9. Income Tax -: Manoharem
10. Student Guide to Income Tax -: Dr. Vinod Singhania

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T. Y. B. Com. CBCS (2019 Course)
SEMESTER VI
C613: BUSINESS REGULATORY FRAMEWORK II

Total Credits :2

Objectives:

1. To acquaint students the basic concepts, terms and provisions of mercantile and business law.
2. To develop the awareness among the students regarding mercantile and business laws affecting business, trade and commerce.

1. Sale of Goods Act 1930

1.1 Formation of contract of sale
1.2 Goods and their classification
1.3 Price
1.4 Conditions and warranties
1.5 Transfer of property in goods
1.6 Performance of a contract of sale
1.7 Unpaid seller and his rights
1.8 Sale by auction
1.9 Hire purchase agreement

2. Negotiable Instruments Act 1881

2.1 Concept of Negotiable Instruments: Characteristics, Meaning, Important relevant definitions under the Act
2.2 Definitions and Essentials of promissory note, bill of exchange and cheque Distinction between these instruments.
2.3 Crossing of cheques, It's meaning and types
2.4 Holder and holder in due course, Privileges of holder in due course
2.5 Negotiation, endorsement, kinds of endorsement
2.6 Liabilities of parties to negotiable instruments
2.7 Dishonour of negotiable instruments, kinds, law relating to notice of dishonor Dishonour of cheques

3. Foreign Exchange Management Act 2000

3.1 Objects and features of the act
3.2 Definitions and main provisions

4. E-Contracts, Arbitration and Conciliation

4.1 Significance of E-Transactions /E-Commerce.
Nature, Formation, Legality, Recognition
(Chapter 4.Sec.11-13 of I T Act, 2000 relating to attribution, acknowledgement, dispatch of E-Records)
4.2 Digital Signatures: Meaning & functions, Digital Signature certificates [Sections 35-39]
4.3 Legal issues involved in E-Contracts.
4.4 Concept of Arbitration & Conciliation
4.5 Definition & Essentials of Arbitration Agreement.

Recommended Books

1. Business and Corporate Law :- Dr. Kaur Harpreet, Lexis Nexis (2013)
2. Laws for Business, Sulphey M. M. & Basheer, PHI Learning Pvt. Ltd., Delhi. (2013)
3. Business Laws :- Kuchhal M. C. & Kuchhal Vivek, Vikas Publishing House (2013)
4. Business and Commercial Laws:-Sen And Mitra
5. An Introduction to Mercantile Laws :-N. D. Kapoor, Sultan Chand & Sons, New Delhi
6. Business Laws :- N. M. Wechlekar
7. Company Law :-Avtar Singh
8. Business Law for Management :-Bulchandani K.R

9. Business Law: Dilip Shinde, Kiran Nerkar, Shantnu Jog, Anant Deshmukh (Sai Jyoti Publication)
10. Business Law: Kapoor N.D., Sultan Chand & Sons, New Delhi.
11. Negotiable Instruments Act :-Khergamwala
12. Intellectual Property Law:-P.Narayan.
13. Cyber Laws :- Krishna Kumar

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T. Y. B. Com. CBCS (2019 Course)
SEMESTER VI
C611: CORPORATE LAW VI

Total Credits :2

Objectives:
1) To develop understanding of the regulations of Registered Companies
2) To provide thorough understanding of the various provisions of the Companies Act 2013

1. **Filling and Filing Documents**
   - 1.1 Statutory Books to be kept, Annual Return
   - 1.2 Form and Content of Balance Sheet and Profit and Loss Statement
   - 1.3 Place of Keeping and Inspection of Returns
   - 1.4 Event based Forms, Return of Allotment, Filing of Special Register of Charges
   - 1.5 Registration of Charges, Company's Register of Charges
   - 1.6 Rectification by Central Government in Register of Charges
2. **Company Auditor**
   - 2.1 Eligibility, Qualifications and Disqualifications of a Company Auditor
   - 2.2 Appointment, Remuneration and Removal of an Auditor
   - 2.3 Status of a company auditor
   - 2.4 Powers and Duties of an Auditor and Auditing Standards
   - 2.5 Non-Audit Services to Audit Clients
   - 2.6 Mandatory Firm Rotation
3. **Corporate Restructuring**
   - 3.1 Meaning of Corporate Restructuring, Historical Background
   - 3.2 Compromises, Arrangements and Amalgamation: Concepts and Need
   - 3.3 Power to Compromise or to Make Arrangement with Creditors and Members
   - 3.4 Powers of Tribunal to Enforce Compromise or Arrangement
   - 3.5 Merger or Amalgamation: Meaning, Merger or Amalgamation of Certain Companies
   - 3.6 Merger with Foreign Companies
   - 3.7 Cross-Border Mergers
4. **Corporate Collapse**
   - 4.1 Meaning of Winding up, Winding up vs. Dissolution
   - 4.2 Modes of Winding up:
     - a) Winding up by Tribunal, Circumstances in which Company may be Wound up by Tribunal, Petition for Winding up, Powers of Tribunal, Company Liquidator, Appointment, Removal, Official liquidator, his Powers and Functions
     - b) Voluntary Winding up- Circumstances in which Company may be Wound up Voluntarily, Effects of voluntary Winding up
     - i) Members' Voluntary Winding up and Creditors' Voluntary Winding up, Procedure
     - ii) Distinction between Members' and Creditors' Voluntary Winding up
     - c) Voluntary Winding up under the Supervision of the Tribunal

Books Recommended

1. Companies Act 2013
2. Company Law N. D. Kapoor
3. Guide to Companies Act Ramaiya
4. Principles of Modern Company Law Gower L. C. B.
5. Modern Indian Company Law M. C. Kuchhal
6. Company Law – Avtar singh (Eastern Book Co., Lucknow)
7. Company Law - A. K. Mujumdar (Taxmann Publication Pvt. Ltd.)
8. Corporate Law – Dilip Shinde, Kiran Nerkar, Abhishek Sahu (Sai Jyoti Publication)

T. Y. B. Com. CBCS (2019 Course)
SEMESTER-VI
C 621: BANKING & INDURANCE – VI

Total Credits :2

Objectives –

This course aims at providing students with an understanding of the structure, organization, and working of financial markets and institutions in India.

Unit I - Development Banking

1.1 Evolution and nature of development banks
1.2 Functions of development banks
1.3 Types of development banks in India and abroad

Unit II - Non- Banking Financial Intermediaries in India

2.1 Types of Non- Banking Financial Intermediaries in India
2.2 Chit Fund, Investment institutions, Mutual Fund and Leasing Companies in India
2.3 NBFIs in public sector – Establishment and nature

Unit III – Banks in India

2.1 State Bank of India
2.2 Industrial Finance Corporation of India, State Finance Corporation
2.3 Industrial Development Bank of India, Small Industries Development Bank
2.4 Industrial Credit and Investment Corporation of India and
2.5 Export - Import Bank of India and Export Credit Guarantee Corporation of India
2.6 Housing Development Finance Corporation and National Housing Bank

Unit III - Insurance Sector in India

3.1 Role of Life Insurance Corporation and General Insurance Corporation of India
3.2 Investment policy of Life Insurance Corporation and General Insurance Corporation
3.3 Study of private insurance companies and their products
3.4 Importance of insurance business in agricultural and rural development
3.5 Necessity and method of regulating insurance sector

Suggested Readings:

1) Banking Law and Practice in India (18th Edition) – by Tandan.
2) Banking Theory and Practice – by K.C. Shekar.
3) Money, Banking & International Trade – by M.C. Vaish.
4) Banking & Finance – by Dr. Mukund Mahajan.
5) Banking and Finance – by Prof. Rita Swamy & Prof. Shrikant Joshi.
6) Indian Financial System –M.Y. Khan.
7) Banking Theory & Practice – by DR. P.K. Srivastav.
8) Development Banking – Issues & Options – by Vasant Desai.
9) Indian Economy by Dr.Dhar
10) Indian Economy by Rudhar Datta & Sundaram.
11) World Trade and Payment – An Introduction, 9th Edition (2004) Caves, Franker and Jones, Pearson Education, Delhi-110 092
12) Management of Banking and Financial Services – Justin Paud and Padmlatha Suresh (2007), Pearson Education, Delhi-110 092.

T. Y. B. Com. CBCS (2019 Course)
SEMESTER VI
C631: MARKETING VI

Total Credits :2

Objective: The objective of the course is to acquaint students with the basics of advertising and publicity.

1. Advertisement Layout

1.1 Meaning and importance
1.2 Components- background, border, caption, decoration, heading, product, slogan, space, sub-heading, text, message, trademark, balance in layout, weight, movement
1.3 The modernistic advertisement

2. Appeals in Advertisement

2.1 Meaning and significance
2.2 Advertising message
2.3 Negative emotional approach
2.4 Fear appeal and market segmentation
2.5 Positive emotional approach
2.6 Direct and indirect appeal

3. Advertising as a Career

3.1 Selecting advertising as a career
3.2 The modern advertiser educational training
3.3 Advantages and limitations of advertising as a profession
3.4 Women in advertising career
3.5 Internet advertising

4. Advertising Budget and Public Relations

4.1 Limit on expenditure - budget a plan - steps in advertising budget making process -budget process methods - factors to be considered for preparing advertising budget
4.2 Percentage of sales method - objectives and task method - other methods – competitive parity method
4.3 Incremental concept - administrating the budget

Recommended Books

1. Navin Mathur : Press Advertising (Himalaya Publishing House)
2. M. Satyanarayan : Salesmanship - Sales Management & Advertising
3. S.A. Chunawala & K.C. Sethia : Foundation of Advertising - Theory & Practice
4. G.P. Palekar & R.A. Haredia : Advertising
5. Peter Chandan : Advertising & Publicity
6. Harry Walkar Hepner : Modern Advertising - Practice & Principles

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T. Y. B. Com. CBCS (2019 Course)
SEMESTER VI
C641: COST AND MANAGEMENT ACCOUNTING V

Total Credits :2

Objective: To acquaint the student with treatment of labour overheads and methods of costing.

1. Job Costing

1.1 Meaning and features of job costing
1.2 Procedure for job costing
1.3 Merits and demerits of job costing
1.4 Job cost sheet preparation

2. Contract Costing

2.1 Meaning and features of contract costing
2.2 Preparation of contract account
2.3 Calculation of profit from completed contract and incomplete contract
2.4 Cost plus contract – escalation clause

3. Process Costing

3.1 Meaning and features of process costing
3.2 Simple process account
3.3 Process account with normal loss, abnormal loss and abnormal gain, accounting treatment of the same

4. Service Costing

4.1 Meaning and features of Service Costing.
4.2 Cost classification- simple and composite cost units
4.3 Preparation of cost sheet for Motor Transport Service.
4.4 Cost sheet for Hospital and Hotel Organisation.

Recommended Books

1.	Advanced Cost Accounting	Jain and Narang
2.	Advanced Cost Accounting	B. K. Bhar
3.	Advanced Cost and Management Accounting	Saksena Vaishtha
4.	Cost and Management Accounting: Problems and Solutions	P. V. Rathnam
5.	Advanced Cost Accounting	N. K. Prasad
6.	Advanced Costing and Management Accountancy	Subhash Jagtap
7.	Advanced Cost Accounting	Sharma, Nigam
8.	Cost Accounting	Wheldon
9.	Cost Accounting: A Management Emphasis	Horngreen.

Journal

1. The Management Accountant- Journal of ICWA

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T. Y. B. Com. CBCS (2019 Course)
SEMESTER VI
C 642: COST AND MANAGEMENT ACCOUNTING VI

Total Credits :2

Objective: To acquaint the students with the application of cost accounting techniques as well as with recent trends in cost accounting.

1. Standard Costing
- 1.1 Concept of standard cost
- 1.2 Types of standard cost
- 1.3 Setting of standard cost
- 1.4 Advantages and limitations of standard costing
- 1.5 Calculation and analysis of material and labor, variances
- 1.6 Reporting of variances

2. Uniform Costing
- 2.1 Meaning, objectives and advantages of uniform costing
- 2.2 Requirements of uniform costing
- 2.3 Systems - limitations of uniform costing system

3. Inter-firm Comparison
- 3.1 Objectives of inter-firm comparison
- 3.2 Requirements and methodology of inter-firm comparison
- 3.3 Limitations of inter-firm comparison

4. Activity Based Costing
- 4.1 Definitions – Stages in Activity Based Costing.
- 4.2 Purposes and Benefits of Activity Based Costing.
- 4.3 Cost Drivers.
- 4.4 Problems on Activity Bases Costing.

Recommended Books

1)	Advanced Cost Accounting	Jain - Narang.
2)	Advanced Cost Accounting	B. K. Bhar.
3)	Advanced Cost & Management Accounting	Saksena Vaishtha
4)	Cost & Management Accounting : Problems &Solutions	P. V. Rathanam.
5)	Advanced Cost Accounting	N. K. Prasad.
6)	Advanced Costing & Management Accountancy	Subhash Jagtap.
7)	Advanced Cost Accounting	Sharma Nigam.
8)	Cost Accounting	Wheldon.
9)	Journal of I. C. W. A. The Management Accountant.	
10)	Cost Accounting : A Management Emphasis	Horngreen.

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T. Y. B. Com. CBCS (2019 Course)
SEMESTER VI
C651: BUSINESS ENTREPRENEURSHIP V

Total Credits :2

Objectives: To acquaint the students with promotional aspects of business unit and its problems and concept of privatization, globalization and multinational corporations.

1. Problems of small entrepreneurial units

1.1 Problems at promotional stage
1.2 Problems at survival stage
1.3 Problem at development stage
1.4 Survival of small business unit
1.5 Competition between small and large unit
1.6 Bureaucracy scarcity of resources,
1.7 Management of change,
1.8 Changing policies of government
1.9 Management of time
1.10 Decisions in uncertainty
1.11 Malpractices and resistance
1.12 Appropriate technology
1.13 Inflation, inadequate support

2. Problems of small scale industry

2.1 Production, marketing, finance, personnel, public relation, purchasing and storing

3. Multinational corporations

3.1 Definition and meaning
3.2 Dominance of MNCs, MNCs and International trade
3.3 Merits and demerits of MNCs
3.4 Perspectives, code of conduct, multinationals in India

Recommended Books

1) Peter F. Drucker - Innovation and Entrepreneurship. U.B.S. Publishers Ltd., New Delhi.
2) Agarwal Vinod K - Initiative, Enterprise and Economic Choices in India.
3) Mishra P.N. - Development Bank and the New Entrepreneurship.
4) Srivasatava S.B. - A Practical Guide to Industrial Entrepreneurship
5) T.Venkateshwara Rao, Udia Pareck - Developing Entrepreneurship, IIM Ahmadabad
6) Sharma R.A. Entrepreneurial Change in Indian Industry, Sterling Publishers Pvt. Ltd., New Delhi
7) Vasant Desai - Dynamics of Entrepreneurial Development and Management

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T. Y. B. Com. CBCS (2019 Course)
SEMESTER VI

C652: BUSINESS ENTREPRENEURSHIP VI

Total Credits :2

Objective: To acquaint the students with development and growth of entrepreneurship skills.

1. **Stress and conflict management**
   - 1.1 Stress – meaning and definition
   - 1.2 Sources and consequences of stress
   - 1.3 Stress management – personal and organizational approach
   - 1.4 Conflict management – meaning and nature of conflict
   - 1.5 Causes of conflicts
   - 1.6 Conflict management
2. **Motivation**
   - 2.1 Motivation at work place-meaning and definitions
   - 2.2 Early theories of motivation (in brief) – hierarchy of need theory, theory X and theory Y, hygiene theory
   - 2.3 Contemporary theories of motivation – existence, relatedness and growth thery
   - 2.4 Goal setting theory
   - 2.5 Expectancy theory
   - 2.6 Job enrichment, job rotation, management by objectives (MBO)
   - 2.7 Employee involvement programme
3. **Barriers to entrepreneurship development**
   - 3.1 Barriers – social, cultural, educational, political, economical etc
   - 3.2 Measures for entrepreneurship development in India
   - 3.3 Challenges of globalization
   - 3.4 Features of globalization
   - 3.5 Entrepreneurial development in India
4. **Study of biographies of entrepreneurs**
   - 4.1 B.G. Shirke
   - 4.2 Narayan Murthi
   - 4.3 Rahul Bajaj
   - 4.4 Anuradha Desai
   - 4.5 Nilkanth Kalyani

Recommended Books

1. Innovation and Entrepreneurship — Peter F. Drucker
2. Dynamics of Entrepreneurial Development — Vasant Desai
3. Business Environment — Francis Cherunilam
4. Entrepreneurial Change in Indian Industry — R.A.Sharma
5. Entrepreneurship and Economic Development — Peter Killby
6. Entrepreneurship — Dr. P.C.Shejwalkar
7. Environment and Entrepreneur — B.C.Tandon
8. Entrepreneurship — Dr. Prabhakar Deshmukh

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T. Y. B. Com. CBCS (2019 Course)
Semester VI
C661: E-Commerce V
(Web Designing)

Total Credits :2

Objectives
1) To make students familiar with the Mechanism of conducting business transactions through electronic media.
2) To understand the Methodology of online business dealings using e-commerce infrastructure.

1. HTML
1.1 Concept of HTML, HTML Organization, Creation of HTML Files
1.2 HTML editor, Tags and attributes of HTML, learning the basic structure, elements of HTML, Creation of web page using HTML

2. HTML Form Building
2.1 Form elements - < INPUT >, < SELECT>, <TEXT AREA>, <LABEL>, Tab navigation, Access Keys, Developing web pages using frames, Hyperlinks, images

3. Introduction to Client Side
3.1 Limitation of HTML, Introduction to VBScript and JavaScript

4. Customer Effective Web Design
4.1 Requirements of Intelligent Websites
4.2 Website Goals and Objectives
4.3 Analyzing website structure
4.4 Fixed versus flexible webpage design
4.5 Choosing a page size
4.6 Website development tools

Reference Books
(i) HTML 4 Unleashed - (SAMs Tech Media)
(ii) The Internet Book - Douglas E. Corner (PH1)
(iii) Internet Complete - (BPB Publications)
(iv) Dynamic Web Publishing Unleashed - Shelly Powers
(v) Web Enabled Commercial Application Development Using HTML, DHTML, Javascript Ivan Bayross
(vi) Internet, WWW - how to program - Detail and detail - Pearson Publishing
(vii) P. T. Joseph - E - Commerce - A Managerial Perspective - Tata McGrew Hill

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T. Y. B. Com. CBCS (2019 Course)
Semester VI
C662: E-Commerce VI

Total Credits: 2

Objectives

1) To make students familiar with the mechanism of conducting business transactions through electronic media.
2) To understand the methodology of online business dealings using e-commerce infrastructure.

1. E-CRM and ERP

1.1 E-CRM-Concept & definition,
1.2 Features and Goals of E-CRM business framework
1.3 Three phases of ECRM, Types of E-CRM
1.4 Functional Components of E-CRM, Strategies for E-CRM solutions
1.5 Benefits of ERP, Enterprise potentials of ERP
1.6 Modules of ERP, Phases of ERP implementation, Limitations of ERP

2. Supply Chain Management, Digital Signature, E-Learning

2.1 Concept and definition, Features, Major Characteristics,
2.2 Types of Supply Chain, E-Supply Chain Planning (Components)
2.3 E-Supply Chain Fusion (Process)
2.4 Digital Signature and its Application in E-Commerce,
2.5 E-Learning, E-shopping and online Trading

3. Planning for E-Commerce

3.1 Planning Electronic Commerce initiates
3.2 Linking objectives to business strategies
3.3 Measuring cost objectives
3.4 Comparing benefits to Costs
3.5 Strategies for developing electronic commerce web sites

4. E-Commerce Jobs and Skills

1.1 Introduction
1.2 Employment effects of E-Commerce
Job gains and losses in E-Commerce related Industries

Recommended Books

1. Information Technology & its applications in BusinessP.Mohan, Himalaya Publishing House, Mumbai
2. Dave Chaffey, E-Business and E-Commerce Management, Pearson Education, New Delhi
3. Introduction to E-Commerce- SAGE Publication- New Delhi
4. Laudon, Kenneth C and Carol Guercio Traver, E-Commerce Business. Technology Society, Pearson Education, Delhi
5. Rayport, Jeffrey F and Jaworksi, Bernard J: Introduction to E-Commerce, Tata McGraw Hill, New Delhi
6. Rich, Jason R: Starting an E-Commerce Business, IDG Books, Delhi
7. Stamper David A, and Thomas L.Case: Business Data Communications, Pearson Education, New Delhi
8. Turban, Efraim, David King et. al, Electronic Commerce: A Managerial Perspective, Pearson Education Asia, Delhi

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T. Y. B. Com. CBCS (2019 Course)
Semester VI
C671: Business Administration V
(Marketing Functions)

Total Credit: 2

Objective: To acquaint the students with basic concepts of marketing and nature of marketing functions of a business enterprise.

1. Marketing Functions

1.1 Meaning and scope of Marketing
1.2 Objectives of Marketing
1.3 Classification of marketing
1.4 Functions of Marketing

2. Marketing Mix

2.1 Product- Meaning and Importance of Product, Product Mix, Product Life Cycle, New Product Development- Types of New Product, Branding, Packaging, Labeling
2.2 Price- Meaning, Factors affecting Pricing Decisions, Methods of Pricing
2.3 Place- Functions of Distribution Channels, Types of Distribution Channels, Impact of Technology on Distribution
2.4 Promotion- Meaning of Sales Promotion, Importance, Methods and New Techniques of Sales Promotion

3. Advertising

3.1 Advertising- Meaning, Scope, Importance, Role of Advertising in Modern Business, Criticism on Advertising Practices
3.2 Advertising Media- Different Medias of Advertising, Selection of Advertising Media
3.3 Ethics in Advertising- Ethics and Appeals in Advertising, Advertising Standards Council of India
3.4 Future of Advertising- Advertising in Depression and Crisis, Employment Opportunities in Advertising Field

4. Modern Marketing Trends

4.1 Global Marketing – Meaning, Scope, Importance, International Marketing Challenges and Problems
4.2 Marketing Research- Meaning, Scope and Methods of Marketing Research
4.3 Retailing- Meaning, New Trends in Marketing, Direct Marketing, Malls, Franchising
4.4 Recent Trends in Marketing
   a) E-Marketing
   b) Telemarketing
   c) Internet Marketing
   d) M-Marketing

Reference Books

1. Basics of Marketing- Cannon
2. Marketing Management- Philip Kotler
3. Marketing – Gandhi
4. Principles of Marketing – S. A. Sherlekar
5. International Marketing- P. Saravanavel (Himalaya Publishing House)
6. Modern Marketing Management- R. S. Davar

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T. Y. B. Com. CBCS (2019 Course)
Semester VI
C672: Business Administration VI
(Production, Operation Functions)

Total Credits :2

Objective
To acquaint the students with the basic concepts in production functions of a business enterprise.

1. Production Management Functions
- 1.1 Meaning, Definition, Functions of Production Management, Responsibilities of Production Manager
- 1.2 Production Planning - Objectives, Importance, Levels of Planning
- 1.3 Routing & Scheduling - Meaning, Route Sheets, Scheduling, Master and Sequential Scheduling, Scheduling Devices

2. Plant Location and Plant Layout
- 2.1 Introduction, Importance, Factors Responsible for Plant Location
- 2.2 Plant Layout- Meaning, Definition, Importance of Good Layout, Factors Relevant for Choice of Layout, Line, Process and Product Layout
- 2.3 Plant Layout - Advantages, Disadvantages and Techniques

3. Inventory Management
- 3.1 Inventory Management -Introduction, Methods, and Norms
- 3.2 EOQ, Use of Computers in Inventory Management
- 3.3 Material Requisition Planning (MRP), Just In Time (JIT), ABC Analysis

4. Material Handling and Supply Chain Management
- 4.1 Meaning, Function of Material Handling, Principles of Material Handling
- 4.2 Common Material Handling Devices Fork Lift Truck, Platform Truck, Straddle Carrier, Chain Hoist, Roller and Belt Conveyor, Bridge Crane, Crawler Crane
- 4.3 Supply Chain Management- Theory, Principles, Implications, Factors Affecting Supply Chain Management

Reference Books

1. Production, Operations Management - Dr. B. S. Goel (Pragati Prakashan, Meerut)
2. Operations Management- Norman Gaither, Greg Frazaier (Sengage Learning)
3. Production Management - Chunawalla

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BHARATI VIDYAPEETH

DEEMED TO BE UNIVERSITY, PUNE (INDIA)

(Established u/s 3 of the UGC Act, 1956 vide Notification No.F.9-15/95-U-3 of the Govt. of India)

*** Accredited 'A+' Grade (2017) By NAAC ***

*** 'Category -I' University Status by UGC ***

*** 'A' Grade University Status by MHRD Govt. of India ***

"Social Transformation Through Dynamic Education"

SCHOOL OF DISTANCE EDUCATION

Recognized by University Grants Commission- Distance Education Bureau (UGC-DEB), New Delhi

PROGRAMME PROJECT REPORT (PPR)

OF

MASTER OF ARTS (ENGLISH)
(M.A.)

BHARATI VIDYAPEETH DEEMED TO BE UNIVERSITY, PUNE
SCHOOL OF DISTANCE EDUCATION

Under: The Faculty of Arts, Social Sciences and Commerce

Master of Arts (M.A.) English

1. INTRODUCTION:

The M.A. English degree course provides an opportunity to acquire advanced knowledge in the main areas of English as well as to enhance the ability for better understanding the subject.

2. OBJECTIVES:

i) To produce experts in English language and literature,
ii) To develop literary sensibility and critical judgment,
iii) To develop linguistic ability and sensibility,
iv) To develop compositional and communicative skills,
v) To train students in independent use of tools of learning, i.e. reference skills.

3. LEARNING OUTCOMES

Programme Learning Outcomes in MA English programme include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which students are able to demonstrate for the award of MA Degree in English Studies qualification. It is to develop expertise to:

- explore the conditions and dimensions of empowering and transformative learning processes;
- cultivateabilitytolookatandevaluateliterarytextsasafieldofstudyandaspartof the wider network of local and global culture;
- describe and critique the differing approaches, perspectives, and models of English studies and how they impact the ways in which English Studies education is carried out in diverse settings;
- design, conduct, analyze and present findings using diverse research tools and methods in order to create knowledge and awareness about English studies issues;
- drawing on critical pedagogies, produce advocacy tools and curricular resources to be used in formal or non-formal educational contexts to address English language and literature;
- identify diverse methodological tools and skills needed to conduct ethical research;
- synthesize contextual understanding, reflective analysis, theoretical frameworks, and methodological training to inform the production of a thesis/report and field-based research projects;
- provide grounding in research methods relevant to the advanced study of global issues and develop learner's ability to apply these skills appropriately in an individual dissertation;
- provide opportunities for the development of practical skills necessary to work in organizations confronted by these challenges;
- ensure comparability of learning levels and academic standard across universities;
- focus on knowledge and skill for further study, empowerment and citizenship.

4. ACADEMIC PLANNER

	For June Admission Session Students	For January Admission Session Students
Admission Date	1st July to 30th September	1st January to 28th February
Eligibility Document Submission	1st July to 30th September	1st January to 31st March
Internal Home Assignment Submission	**For Sem - I, III -** August to September **For Sem - II, IV -** March to April	**For Sem - I, III -** March to April **For Sem - II, IV -** August to September
Examination Form Submission	**For Sem - I, III -** August to September **For Sem - II, IV -** March to April	**For Sem - I, III -** March to April **For Sem - II, IV -** August to September
University Examinations	**For Sem - I, III -** December **For Sem - II, IV -** June	**For Sem - I, III –** June **For Sem - II, IV -** December

5. ADMISSION PROCEDURE

The Application Form is available at each Academic Study Centres. The candidate will have to apply for admission to any academic programme of his / her choice in the prescribed form attached with Information booklet. University has made available the facility of 'Online application for Admission' to the students to apply for admission to the various programs. The candidate will be admitted provisionally to the programme on verification of the eligibility for admission. He / She will be asked to complete the eligibility requirement by submitting the required Marksheets, Leaving/Transfer Certificate, Educational Gap Certificate (if required), Aadhaar Card etc. After verification of required documents candidate admission will be confirmed.

6. ELIGIBILITY:

Any graduate of this university or any other recognized university shall be admitted to M.A. (English) Course.

7. DURATION:

The minimum duration of the MA (English) degree programme is two years divided into four semesters although student may complete the programme gradually within a maximum period of four years. If Programme is not completed successfully during four years, he/she will be required to take fresh admission.

8. MEDIUM :

The medium of instructions of M.A. (English) Course will be in English only.

9. FEE STRUCTURE

Sr. No.	Particular	I Year	II Year
1	Admission Fee	500/-	-
2	Tuition Fee	4600/-	4600/-
3	Examination Fee	1150/-	1250/-
Total		**6250/-**	**6350/-**

10. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

Sr. No.	Programmes	Total Programme Fees	Admission Fee	Tuition Fee	Study Material Development Cost	Contact Lectures Cost	Other Administrative / Educational Expenses
1	M.A. (ENGLISH)	9700/-	500/-	9200/-	1583/-	1840/-	5777/-

11. STUDENT SUPPORT SERVICES

a) Student Counseling:-
Full time Student Counseling Desk is available at BVDU School of Distance Education, Pune (Head Quarter). Student can contact to this office and get detail information related to Admission, Programme eligibility, Programme fees, Important Dates related to all Academic Activities, details of Academic Study Centre, Information of Examinations etc. As well as student can contact to this office through email for their queries.

b) Personal Contact Session (PCP):-
Personal Contact Sessions conducted by Academic Study Centre and organized on holidays, normally at time convenient to the student, during which a qualified expert faculty gives explanations and help to clear the doubts and difficulties of the students and also delivering instructions to the students about study material.

c) E-Learning Support:-
The electronic versions of learning resources in mobile-ready formats are available freely on `e-Learning Environmental Portal' of School of Distance Education (econnect.bvuict.in/econnect/) for students. Details programme Syllabus, Videos of Expert Lecturers on various Topics, Self Learning Material, Old Question Papers are also available on this portal. Student can easily access this instructional material.

d) Self Learning Material (SLM):-
SLM will be provided to student on Book form which contents will help them as a reference book. Learner can able to understand the subject matter even in the absence of a teacher.

12. METHODS AND MEDIA USED IN SELF INSTRUCTIONAL MATERIAL DELIVERY

Self Instructional Material is delivered in various media. The printed copies of learning resources in Self Instructional format for this programme is made available to the students through Academic Study Centres. The electronic version of the learning resources including the lectures, instructional material, lectures in mobile-ready formats are available freely on the `e-learning Environmental Portal` of School of Distance Education.

13. FACULTY AND SUPPORT STAFF

As per the requirement of programme faculties (internal and external) are available in adequate number. They are conducting all academic activities related to this programme.

14. EVALUATION OF LEARNER

As a part of evaluation of learner following activities are conducting at every Academic Study Centre.

- Continuation / Internal Assessment of each subject
- Conducting Tutorials
- Conducting Term End Examinations at the end of each session.
- Question Papers Sets with Multiple Choice Questions

15. COURSE STRUCTURE

The M.A. programme will be of two years duration consisting of four semesters and of minimum 70 Credits: Semester I (16 Credits), Semester II (18 Credits), Semester III (18 Credits), and Semester IV (18 Credits). In first three Semesters, there will be four theory papers of 04 credits each. In Fourth Semester, there will be three theory papers of 04 credits and one research project of 06 credits. All 16 papers will have 100 marks each out of which 30 marks will be for Internal Assessment and 70 marks for University Examination. Thus M.A. English degree examination, four Semesters shall be of minimum 70 credits all together. The following shall be the course structure:

M.A. English: Semester – I

Semester	Subject Type	Code	Title of the paper	Credits	Exam Hrs	Maximum Marks		
						Internal Assessment	University Examination	Total
Semester I	Core: Compulsory	PGEN G 11	Literature in English from 1550 to 1832 – I	04	03	30	70	100
		PGEN G 12	Introduction to the Study of English Language – I	04	03	30	70	100
		PGEN G 13	English Language and Literature Teaching – I	04	03	30	70	100
	Any one from the following:							
	Core Elective	PGEN G 14	a) Postcolonial Literature – I	04	03	30	70	100
		PGEN G 15	b) Linguistics & Stylistics – I	04	03	30	70	100
		PGEN G 16	c) American Literature: 19th Century – I	04	03	30	70	100
		PGEN G 17	d) Indian Literature in English Translation – I	04	03	30	70	100

M.A. English: Semester – II

Semester	Subject Type	Code	Title of the paper	Credits	Exam Hrs	Maximum Marks		
						Internal Assessment	University Examination	Total
Semester II	Core: Compulsory	PGENG 21	Literature in English from 1550 to 1832 – II	04	03	30	70	100
		PGENG 22	Introduction to the Study of English Language – II	04	03	30	70	100
		PGENG 23	English Language and Literature Teaching – II	04	03	30	70	100
	Any one from the following:							
	Core Elective	PGENG 24	a) Postcolonial Literature – II	04	03	30	70	100
		PGENG 25	b) Linguistics and Stylistics – II	04	03	30	70	100
		PGENG 26	c) American Literature: 19th Century – II	04	03	30	70	100
		PGENG 27	d) Indian Literature in English Translation – II	04	03	30	70	100
	Skill Enhancement Course	PGSEC 11	English for Specific Purposes	02	02	20	30	50

M.A. English: Semester – III

Semester	Subject Type	Code	Title of the paper	Credits	Exam Hrs	Maximum Marks		
						Internal Assessment	University Examination	Total
Semester III	Core: Compulsory	PGENG 31	Literature in English from 1832 to 1980 – I	04	03	30	70	100
		PGENG 32	Contemporary Critical Thoughts – I	04	03	30	70	100
		PGENG 33	Research Methodology – I	04	03	30	70	100
	Any one from the following:							
	Core Elective	PGENG 34	a) Postcolonial Indian English Literature – I	04	03	30	70	100
		PGENG 35	b) Semantics and Pragmatics – I	04	03	30	70	100
		PGENG 36	c) Contemporary American Literature and Culture – I	04	03	30	70	100
		PGENG 37	d) World Classics in English Translation – I	04	03	30	70	100
	Ability Enhancement Course	PGAEC 31	Soft Skills	02	02	20	30	50

M.A. English: Semester – IV

Semester	Subject Type	Code	Title of the paper	Credits	Exam Hrs	Maximum Marks		
						Internal Assessment	University Examination	Total
Semester IV	Core: Compulsory	PGENG 41	Literature in English from 1832 to 1980 – II	04	03	30	70	100
		PGENG 42	Contemporary Critical Thoughts – II	04	03	30	70	100
		PGENG 43	Research Methodology – II (Project Report)	06	-	30	70	100
	Any one from the following:							
		PGENG 44	a) Postcolonial Indian English Literature – II	04	03	30	70	100
		PGENG 45	b) Semantics and Pragmatics – II	04	03	30	70	100
		PGENG 46	c) Contemporary American Literature and Culture – II	04	03	30	70	100
		PGENG 47	d) World Classics in English Translation – II	04	03	30	70	100

Note:

1. **Special paper for second year will be from the same group as chosen by the student in Part – I**
2. **Skill Enhancement Courses / Ability Enhancement Courses will be provided as Massive Open Online Courses (*MOOCs*)**

16. SCHEME OF EXAMINATION:

The Assessment of Regular students of Master of Arts (M.A.) English course in the academic session 2018-19 and after, shall be based on

(a) University Examinations,
(b) Internal Assessment,
(c) Choice Based Credit System, and
(d) Semester Grade Point Average and Cumulative Grade Point Average system

a) University Examination (UE):

The university examination will be held at the end of each term of first, second and third year; which shall be called 'University Examination' (UE). For each paper of 100 marks, there will be Internal Assessment (IA) of 30 marks and the UE of 70 marks at the end of each semester. The UE of each subject will be of 70 marks and three hours duration. The 4 credits will be given to a student who secures at least 40% marks allotted to each paper. A candidate who does not pass the examination in any subject or subjects in one semester will be permitted to reappear in such failed subject or subjects along with the papers of following semesters.

b) Internal Assessment (IA):

The Internal Assessment (IA) for each paper will be of 30 marks. It may be in the forms as follows:

a) Home Assignment/Tutorial/Test/Presentation 30 Marks

A candidate shall be permitted to proceed from the First Semester up to Final Semester irrespective of his/her failure in any of the Semester examinations subject to the condition that the candidates should register for all the arrear subjects of earlier semesters along with current (subsequent) semester subjects.

17. RESEARCH PROJECT WORK:

There will be a Research Project to be prepared by a student during the fourth semester. The objective of the project work is to introduce students to research methodology in the subject and prepare them for pursuing research in theoretical or experimental or computational areas of the subject. The project work is to be undertaken under guidance of a teacher allotted to a student by the department.

Division of Marks

Synopsis with working bibliography (Internal Assessment)	:	30 Marks
A full Project Report (Minimum 50-80 pages) (University Assessment)	:	50 Marks
Viva Voce (University Assessment)	:	20 Marks

As the Research Project is based on the self study done by the candidate and evaluated for 100 marks altogether, 06 credits will be awarded to a successful candidate in this subject. The project may be evaluated by two examiners one internal and one external, selected from the panel of PG examiners of the University.

The candidate has to submit the project report before the deadline announced by the department. A candidate who fails to submit the project may resubmit the same in the subsequent semester examination for evaluation. The project work activities must be duly supported by documentary evidences to be endorsed by the Head or the Guide.

18. STANDARD OF PASSING:

For all courses, both UE and IA constitute separate heads of passing. In order to pass in such courses and to earn the assigned credits, a student must obtain a minimum grade point of 5.0 (40% marks) at UE and also a minimum grade point of 5.0 (40% marks) at IA.

Even a student fails in IA, he/she shall be declared 'pass' in the course provided he/she obtains a minimum of 25% in IA and GPA for the course is at least 6.0 (50% in aggregate). The GPA for a course will be calculated only if the student passes at the UE.

A student who fails at UE in a course has to reappear only at UE as a backlog candidate and clear the head of passing. Similarly, a student who fails in a course at IA has to reappear only at IA as a backlog candidate and clear the head of passing.

A candidate shall be permitted to proceed further from the First Semester up to Fourth Semester irrespective of his/her failure in any of the Semester examinations subject to the condition that the candidates should register for all the backlog subjects of earlier semesters along with current (subsequent) semester subjects.

19. GRADE POINT SCHEME:

Range of Marks (Out of 100)	Grade	Grade Point
$80 \leq$ Marks ≤ 100	O	10

70 ≤ Marks < 80	A+	9
60 ≤ Marks < 70	A	8
55 ≤ Marks < 60	B+	7
50 ≤ Marks < 55	B	6
40 ≤ Marks < 50	C	5
Marks < 40	D	0

The performances at UE and IA will be combined to obtain the Grade Point Average (GPA) for the course. The weights for performance at UE and IA shall respectively be 60% and 40%.

GPA is calculated by adding the UE marks out of 60 and IA marks out of 40. The total marks out of 100 are converted to grade point, which will be the GPA.

Formula to Calculate Grade Points (GP):

Suppose that '*Max*' is the maximum marks assigned for an examination or evaluation based on which GP will be computed. In order to determine the GP, Set $x = Max/10$ (since we have adapted 10-point system). Then GP is calculated by the formulas shown as below.

Range of Marks at the evaluation	Formula for the Grade Point
$8x \leq$ Marks $\leq 10x$	10
5.5x ≤ Marks <8x	Truncate (Marks/x) +2
$4x \leq$ Marks $<5.5x$	Truncate (Marks/x) +1

Two kinds of performance indicators, namely, the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a student in all the courses in a particular semester, while the CGPA measures the cumulative performance in all courses since his/her enrolment to the course. The CGPA of a student when he/she completes the programme is the final result of the student.

The SGPA is calculated by the formula SGPA = $\frac{\sum Ck \times GPk}{\sum Ck}$, where C_k is the credit-value assigned to a course and GP_k is the GPA obtained by the student in the course. In the above, the sum is taken over all the courses that the student has undertaken for the study during the semester, including those in which he/she might have failed or those for which he/ she remained absent. The SGPA shall be calculated up to two decimal place accuracy.

The CGPA is calculated by the formula CGPA = $\frac{\sum Ck \times GPk}{\sum Ck}$, where C_k is the credit-value assigned to a course and GP_k is the GPA obtained by the student in the course. In the above, the sum is taken over all the courses that the student has undertaken for the study from the time of his/her enrolment to the course and also the during the semester for which CGPA is calculated, including those in which he/she might have failed or those for which he/she remained absent. The CGPA shall be calculated up to two decimal place accuracy.

The Formula to compute equivalent percentage marks for specified CGPA:

% Marks (CGPA) =	10 × CGPA – 10	if 5.00 ≤ CGPA ≤ 6.00
	5 × CGPA+ 20	if 6.00 ≤ CGPA ≤ 8.00

	10 × CGPA – 20	if 8.00 ≤ CGPA ≤ 9.00
	20 × CGPA – 110	if 9.00 ≤ CGPA ≤ 9.50
	40 × CGPA – 300	if 9.50 ≤ CGPA ≤ 10.00

20. AWARD OF HONOURS:

A student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honours are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
9.50 ≤CGPA≤ 10.00	O	Outstanding	80 ≤ Marks ≤ 100
9.00 ≤CGPA≤ 9.49	A+	Excellent	70 ≤ Marks < 80
8.00 ≤CGPA≤ 8.99	A	Very Good	60 ≤ Marks < 70
7.00 ≤CGPA≤ 7.99	B+	Good	55 ≤ Marks < 60
6.00 ≤CGPA≤ 6.99	B	Average	50 ≤ Marks < 55
5.00 ≤CGPA≤ 5.99	C	Satisfactory	40 ≤ Marks < 50
CGPA Below 5.00	F	Fail	Marks Below 40

21. GRACING:

The gracing shall be done as per existing rules of the University.

22. VERIFICATION AND REVALUATION:

There is provision for verification and revaluation of the result. A student can apply for the verification and revaluation of the result within the two weeks from the declaration of the results with the prescribed fee. The verification and revaluation shall be done as per the existing rules of the University.

23. FORMAT OF THE TRANSCRIPT:

The student will be given a transcript indicating his/her performance at the end of every semester examination. The transcript shall be given as per the following table along with other necessary details:

Course No.	Course Name	No. of Credits	University Examination		Internal Assessment		Grade Point Average	Result
			Grade	Grade Point	Grade	Grade Point		
1								

2								
3								
4								
5								
Total Cumulative Credits Completed			SGPA		CGPA		Equivalent Marks (%)	
Note: GPA is calculated by adding the UE marks out of 70 and IA marks out of 30. The total marks out of 100 are converted to Grade Point, which will be the GPA.								

24. GRADE/CLASS IMPROVEMENT:

The rules regarding the improvement of the Grade/Class of M.A. course will be as per notification of Bharati Vidyapeeth Deemed to be University which is as follows:

1. The candidate who has passed UG and PG degree examinations of this university with the final grade/class as shown in column no. 1 and who desires to improve the grade/class as shown in column no. 2 below will be permitted at his/her option to appear for the same examination without being required to keep any terms.

Column no. 1	Column no. 2
Final grade: 'C' or 'B' or 'B+' or 'A' or 'A+' as the case may be	'B' or 'B+' or 'A' or 'A+' or 'O' as the case may be
OR	OR
Final class: 'Pass Class' or 'Second Class' or 'Higher Second Class' or 'First Class' as the case may be	'Second Class' or 'Higher Second Class' or 'First Class' or 'First Class with Distinction' as the case may be

2. For improvement of final grade/class, the candidate will be required to apply and allowed to appear only for the theory examinations.

3. A candidate shall have to reappear for minimum 1/3 and/or maximum of all the theory papers at a time, on which the final grade/class is awarded. Candidate should ensure that the examination time table for the subject he is appearing will not clash.

4. Performance of the candidates reappearing for the subject less than 1/3 of the total theory examinations mentioned above will not be considered. However, his/her appearance will be counted as an attempt.

5. If the candidate, who has reappeared for the final year examination under the provisions for his/her final grade/class, is successful in improving his/her final grade/class by such reappearance, he/she will have to surrender to the university the original degree and the grade sheet that he/she had obtained in that course/subject. Unless original degree and the grade sheet are returned to the university by the candidate, the new degree certificate and the grade sheet cannot be issued to the

candidate. In the revised degree certificate/ grade sheet to be given to the candidate a mention will be made of the fact that he/she improved his/her grade/class under class improvement attempt.

6. A candidate appearing for the improvement of the final grade/class shall not be entitled to get benefit of any other rules/orders of the university regarding condonation /grace marks.

7. A candidate appearing for the improvement of the final grade/class shall not be entitled to get any prize/medal/scholarship/award etc.

8. A candidate who has reappeared for the above examination/s under the provision fails to improve his/her final grade/class; his/her performance at such reappearance at such reappearance shall be ignored.

9. If the candidate makes no improvement in the final grade/class, then earlier performance will be retained.

10. A candidate will be allowed to reappear for the examination for improvement of the final grade/class within a period of Four years / 8 Semesters from the date of final result of degree examination.

11. The candidate will be given maximum of three attempts for the improvement of his/her final grade/class.

12. The candidate who desires to apply for improvement of the final grade/class should submit his/her application form for improvement of the final grade/class from the College/School of Distance Education, Study Centre through which he/she has undergone the course. Form should be submitted for improvement before 31st August for the Winter examination session and 28th February for Summer examination session. No form for improvement of the final grade/class shall be accepted after the prescribe dates for the respective/corresponding examination season.

13. Revised grade/class sheet will be issued with remark **'Under Improvement Attempt'**.

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Semester – I

SDE
M.A. (English) (CBCS 2018 Course)
Semester – I
PGENG11 : Literature in English 1550 to 1832 – I

Total Credits: 04

Objective:

1. To acquaint students with major trends and writers in English Literature through detailed study of specific literary works.
2. To enable students to read and appreciate critically the literary works by the major English authors.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
4. To improve the linguistic competence along with the literary competence of students.

Course content:

Historical background to the period with special reference to the texts.

A) Poetry:

1.	Edmund Spencer	:	i. Epithalamion
2.	John Donne	:	i. The Good Morrow ii. A Valediction: Forbidding Mourning
3.	John Milton	:	i. Lycidas, ii. On His Blindness
4.	William Blake	:	i. The Lamb, ii. The Tiger

B) Drama:

1. William Shakespeare : *Othello*

C) Fiction:

1. Danial Defoe : *Moll Flanders*

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SDE
M.A. (English) (CBCS 2018 Course)
Semester – I
PGENG 12 : Introduction to the Study of English Language – I

Total Credits: 04

Objectives:

1. To familiarise students with the phonological, morphological, lexical and syntactic systems of the English language.
2. To help them improve their language skills: listening, reading, speaking and writing.
3. To enable them to use English confidently, appropriately and accurately.
4. To familiarise them with language i.e. English as a means of communication.

Course content:

1. The Phonology of English:
   i. Phonemes/Sounds of English ii. Syllable iii. Word Stress
   iv. Sentence Stress v. Intonation
2. The Morphology of English
   i. The structure of words ii. Morphemes & allomorphs
   iii. Types of Morpheme iv. Processes of word formation
3. The Grammer of English
   i. Elements of grammar: Open Ended class and Closed class of words
   ii. Phrases: NP, VP, AjP, AvP, PP
   iii. The simple sentence
4. Semantics
   i. The Terms 'Semantics' and 'Meaning'
   ii. Seven Types of Meaning
   iii. Components and Contrasts of Meaning (Synonymy, Antonymy, Hyponymy, Prototypes)
   iv. Lexical Relations (Homonymy, Homophony, Polysemy, Metonymy)

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SDE

M.A. (English) (CBCS 2018 Course)

Semester – I

PGENG13 : English Language and Literature Teaching – I

Total Credits: 04

Objectives:

1. To acquaint the students with the basic issues and concepts in English language and lterature teaching in the Indian context.
2. To familiarise them to various approaches, methods and techniques of teaching English language and lterature.
3. To enable them to use different types of aids and procedures of teaching.
4. To enable them to understand the importance of framing suitable questions of various types and their use for developing different language skills.

Course content:

1. The nature of language learning and language teaching, the study of literature and the teaching of literature
2. Language acquisition and language learning
3. Theories of language learning and their implications for teachers and learners
4. Socio-Linguistic Context of English Language and Literature Teaching in India
5. The teaching of language skills, reference skills, study skills and presentation skills
6. Approaches, methods and techniques – communicative approach to language teaching, teaching without lecturing
7. Teaching Without Lecturing: Use of Audio-Visual Aids & Computers in Language Teaching
8. Curriculum and Syllabus
9. Materials Production for English Language and Literature Teaching
10. Developing Pragmatic Competence

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SDE
M.A. (English) (CBCS 2018 Course)
Semester – I
PGENG14: a) Postcolonial Literature – I

Total Credits: 04

Objectives:

1. To acquqint the students with literary advancements in postcolonil era.
2. To make the students familiar with the contributions made by modern writers English.
3. To introduce the students to socio-cultural scenario as reflected in the writing of Postcolonial writers.

Course content:

A) The Basic Concepts:

i. Introduction: situating the postcolonial
ii. Postcolonial issues in performance
iii. Postcolonial autobiographical writing
iv. Appropriating the world: language and voice
v. Form and genre

B) Texts:

i. Ngugi Wa Thiango : *Decolonising the Mind*
ii. Dorris Lessing : *The Grass is Singing*

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SDE
M.A. (English) (CBCS 2018 Course)
Semester – I
PGENG15: b) Linguistics and Stylistics – I

Total Credits: 04

Objectives:
1. To familiarise students with the basic concepts in Linguistics and Stylistics.
2. To acquaint them with the use of linguistics and stylistics in the study of English literature.
3. To make them aware of the difference between ordinary language and literary language.
4. To enable them to make a linguistic and stylistic analysis of discourse.

Course content:

1. **Orientation**:
   Linguistics as a scientific study of language, langue and parole, linguistic competence and linguistic performance; syntagmatic and paradigmatic relations; ordinary language and literary language, free repetition and repetition and parallelism; foregrounding.
2. **Phonology and literature**:
   Segmental and suprasegmental features, sound patterns, onomatopoeia and sound symbolism. The importance of the spoken word and pauses in literature.
3. **Syntax and literature**:
   Periodic and loose sentence structure, use of the passive voice, direct and indirect speech, free direct speech and free indirect speech, sentence length, types of sentences - declarative, interrogative, imperative and exclamatory; simple, complex and compound. Syntactic cohesion.
4. **Lexis, Semantics and Literature**:
   Content words and function words, lexical sets, collocations and selectional restrictions. Lexical cohesion. Synonymy, antonymy, hyponymy, semantic entailments, paraphrase relationship, semantic anomaly, tautology, contradiction, indeterminacy of meaning in literature, figures of speech based on meaning.

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SDE
M.A. (English) (CBCS 2018 Course)
Semester – I
PGENG16: c) American Literature: 19th century – I

Total Credits: 04

Objectives:

1. To acquaint the students with the significant American novelists, poets, playwrights.
2. To make them study the salient features of the American literature.
3. To acquaint them with Americanness as reflected in American Literature.

Course content:

1: Terms: Puritanism, Frontier Myth, Transcendentalism, Philosophy of self-reliance, American Romanticism**.**

2: Poetry

1. Ralph Waldo Emerson
   i. "The World-Soul" ii. "Each and All"
   iii. "The Snow-Storm" iv. "Nature"
2. Henry David Thoreau
   i. "The Inward Morning" ii. "Pray to What Earth"
3. Walt Whitman
   i. "I Saw in Louisiana a Live-Oak Growing" ii. "A Noiseless, Patient Spider"
   iii. "O Captain! My Captain!" iv. "On the Beach at Night"
   v. "On the Beach at Night Alone" vi. "Song of Myself"

3: Fiction

i. Nathaniel Hawthorne: *The House of Seven Gables*
ii. Herman Melville: *White-Jacket*

4: Short Stories

Edgar Allan Poe

i. "The Black Cat" ii. "The Fall of the House of Usher"
iii. "Hop-Frog"

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SDE
M.A. (English) (CBCS 2018 Course)
Semester – I
PGENG17: d) Indian Literature in English Translation – I

Total Credits: 04

Objectives:
1. To acquint the students with literary achievements of some of the significant Indian writers whose works are available in English Translation.
2. To create an awareness among the students of sub cultural variations in the translated works.
3. To acquaint the students with major ancient, medieval and modern movements in Indian thought as reflected in the translated works.
4. To acquaint the students to compare the treatment of different themes and styles in the genres of fiction, poetry and drama as reflected in the prescribed translations

Course content:
1: I - Movements of Medieval India
(A) Bhakti Movement:
   i. Devotion to Spirituality
   ii. Reaction to Brahminical structure of the society
   iii. Medieval Indian Renaissance
(B) Influence of Islamic Culture on life and literature
   i. The Muslim invasions in the medieval period
   ii. Initiatives towards communal harmony
   iii. Growth of Art and literature
II-Colonial Period and Post-Independence Indian Literature
   i. Introduction to English Language in Indian Education,
   ii. Romanticism as reflected in Indian Classical Writers,
   iii. The spread of Democratic values and Partition Literature,
   iv. Emergences of Regional and Translated Literatures,
   v. East-West Encounters in language, literature and culture,
   vi. Rise and growth of women's writings during Post-Independence India.
2: Short Stories
   1. Saadat Hasan Manto, *Mottled Dawn***,** Trans. Khalid Hasan, Penguin, 1997.
      i. Toba Tek Singh, ii. The Dog of Titwal, iii. The Price of Freedom,
      iv. A Tale of 1947 iv. The New Constitution.
   2. Premchand: *Widows, Wives and other Stories* Trans. David Rubin
3: i. Amrita Pritam; *The Revenue Stamp***,** Trans. Krishna Gorowara
   ii. Rabindranath Tagore: *Gora*
4: i. Haribans Rai Bachchan, *The House of Wine***, Trans**. By M. Boulton and R.Vyas, Penguin, 1950. Poem Nos.4, 6, 18, 26,44,50,51,121,128,135.

ii. *One Hundred Poems of Kabir***,** translated by Rabindranath Tagore; Chronicle Books An imprint of DC Publishers, New Delhi, 2003. Poem nos.1, 2, 12, 36, 39, 42, 45, 66, 69, 91.

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Semester – II

SDE
M.A. (English) Semester – II
PGENG21 : Literature in English 1550 to 1832 – II

Total Credits: 04

Course content:

Historical background to the period with special reference to the texts.

A) Poetry:

a. William Wordsworth : i. The Solitary Reaper, ii. By The Sea
b. P.B. Shelley : i. Ode to The West Wind, ii. To a Skylark
c. John Keats : i. The Eve of St. Agnes, ii. Ode to Autumn

B) Drama:

a. William Congreve : *The Way of the World*

C) Fiction:

a. Jane Austen : *Pride and Prejudice*

Note: Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

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SDE
M.A. (English) Semester – II
PGENG22 : Introduction to the Study of English Language – II

Total Credits: 04

Course content:

1. Language and Society:
   i. Language Variation:
      a. Regional Variation/Dialects b. Social Variation/Sociolects
      c. Individual Variation/Idiolects d. Stylistic Variation/(i.e. Formal and Informal Styles)
   ii. Language Contact:
      a. Code Switchingb. Code Mixing c. Borrowing
2. Distinctive Features of British, American and Indian English:
   a) Phonological Features b) Syntactic Features
   c) Features of Vocabulary d) Spelling Conventions

3. Pragmatics:
   i. Basic Concepts:
      a. Speech Acts b. Situation and Speech Event
      c. Deixis d. Presuppositions and Implicatures
      e. The Concept of Discourse f. Cohesion and Coherence
      g. Turn Taking and Adjacency Pairs
   ii. Conversational Principles:

a. Politeness in Conversation : Face, Power, Solidarity, etc
b. Maxims of Politeness Principle (as given by Lakoff and Leech)
c. Co-operation in Conversation: Maxims of Co-operative Principle (Gricean Maxims as given in G. N. Leech (1983))
d. Observation and Violation of CP and PP in Conversation

Reference books:

1. Quirk R, Greenbaum S., & Swartvik J. *A University Grammer of English*, London, Longman, 1973.
1. Quirk R. *The Use of English*, London, Longman, 1962.
2. Gimson, A.C. *An Introduction to The Pronunciation of English*, a revised edition, 1996.
3. Kachru B.B. *The Indianization of English, The English Language in India*, Delhi,OUP, 1983.
4. Kachru B.B. *The Alchemy of English: The spread, functions & models of non-native Englishes*, Delhi,OUP, 1986.

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SDE
M.A. (English) Semester – II
PGENG23 : English Language and Literature Teaching – II
Total Credits: 04

Course content:

1. Remedial Teaching, Peer Teaching and Micro Teaching
2. Testing and assessment, qualities of good test and types of tests
3. English for Specific Purposes
4. The teaching of vocabulary
5. The teaching of grammar
6. The teaching of poetry
7. The teaching of drama
8. The teaching of fiction
9. Lecture plan for teaching English language and literature
10. The Relationship Between Language Teaching and Literature Teaching
11. Stylistic and Pragmatic Approaches to the Teaching of Literature
12. Major Issues in English Language Teaching in India: Teaching in Large Classes, Role of Mother Tongue in English Language Teaching

Books for reference:

1. Brumfit, C. and Carter, R. (1986) *Literature and Language Teaching*, Oxford, OUP.
2. Brumfit, C. J. and Johnson ,K. (1979) *The Communicative Approach to Language Teaching*, Oxford, OUP.
3. Byrne, D. (1990) *Teaching Oral English*, Longman: Essex.
4. Byrne, D. (1990) *Teaching Writing Skills*, Longman: London and New York.
5. Carter, R. and Long, M. N. (1991) *Teaching Literature*, Longman: London.
6. Byme, D. (1990) *Teaching Oral English*, Longman, Essex.
7. Byme, D.(1990) *Teaching Writing Skills*, Longman, London and New York.

8. Duff A. and Maley, A. (1990) *Literature*, Oxford.
9. Grant, N. (1987) *Making the most of your Textbook*, Longman, London and New York.
10. Crellet, F. (1990) *Developing Reading Skills*: *A Practical Guide to Reading Comprehension Exercises*, CUP, Cambridge.
11. Havgar, J. (1990) *The Practice of English Teaching*, Longman, London.
12. Hill, J. (1986) *Using Literature in Language Teaching*, Macmillan, London.
13. Huges, A. (1989) *Testing for Language Teachers*, CUP, Cambridge.
14. Hutchinson, T. and Watcrs, A. (1989) *English for Specific Purposes: A Learning Centred Approach*, CUP, Cambridge.
15. Kipple, F. (1990) *Keep Talking – Communicative Fluency Activities for Language Teaching*, CUP, Cambridge.
16. Krishnaswamy, N. and T. Sriraman (1994), *English Teaching in India*, (T. R. Publications, Madras)
17. Krishnaswamy, N. And T. Krishnaswamy (2006), *The Story of English in India*, (Foundation Books)
18. Kudchedkar, G. (1993), *Literature and Language Teaching* (CUP)
19. Mogran. J. and Rinvolucri. M. (1993) *Once Upon a Time: Using Stories in the langauge Classroom*, CUP, Cambridge.
20. Nagaraj, G. (1996) *English Language Teaching. Approaches. Methods and Techniques*, Orient Longman, Hydrabad.
21. Nunan, D. (1988), *Syllabus Design* (OUP)
22. Sarasvati, V. (2004), *English Language Teaching: Principles and Practice* (O.L.)
23. Tickoo, M. L. (2002), *Teaching and Learning English* (Orient Longman)
24. Widdowson, H. G. (1975), *Stylistics and the Teaching of Literature* (Longman)

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SDE
M.A. (English) Semester – II
PGENG24: a) Postcolonial Literature – II

Total Credits: 04

Course content:

A) The Basic Concepts:

i. Nation and gender
ii. Acknowledging economical and cultural diversity
iii. Colonizing in reverse
iv. Citizens of the world: reading postcolonial literature

B) Texts:

i. Chinua Achebe : *Things Fall Apart*
ii. Wole Soyinka : *A Dance of the Forest*

Poems selected from *An Anthology of Commonwealth Poetry* (Macmillan):

i. Margaret Atwood: Journey to the Interior
ii. Les Murray: Wilderness
iii. J. Wright: Woman to Man, The Harp and the King, Nigger's Leap

Rreference Books:

1. Aijaz Ahmad, *In Theory: Classes Nations, Literature*. London: Verso, 1992.
2. Bill Ashcroft, Gareth Griffiths & Helen Tiffin, *The Post-Colonial Reader*. London: Routledge, 1995.
3. Ashok Bery, *Postcolonial Poetry and Cultural Translation*. Basingstoke: Palgrave Macmillan, 2007.

4. Homi Bhabha, *The Location of Culture*. London: Routledge, 1994.
5. Lloyd Brown, *Women Writers in Black Africa*, Westport, CT: Greenwood Press, 1981.
6. Robert Fraser, *Lifting the Sentence: A Poetics of Postcolonial Fiction*. Manchester: Manchester University Press, 2000.
7. Glenn Hooper and Colin Graham, eds. *Irish and Postcolonial Writing*. Basingstoke: Palgrave Macmillan, 2002.
8. Ania Loomba, *Colonialism/Postcolonialism*. 2nd edition. London: Routledge, 2005.
9. Gayatri Chakravorty Spivak, *A Critic of Postcolonial Reason: Toward a History of the Vanishing Present*. Cambridge, MA, and London: Harvard University Press,1999.
10. John Thieme, *Post-Colonial Studies: The Essential Glossary*. London: Arnold, 2003.
11. Robert J.C. young, *Postcolonilism: A Very Short Introduction*. Oxford: OUP, 2003.
12. Roberts, Neil. Ed. *A Companion to Twentieth Century Poetry* Blackwell, 2001

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SDE
M.A. (English) Semester – II
PGENG25: b) Linguistics and Stylistics – II

Total Credits: 04

Course content:

1. **Orientation**:
The relationship between linguistics and stylistics, the relationship between literature and stylistics, practical criticism and stylistics. The nature and scope of stylistics, the stages in stylistic analysis, linguistic stylistics and literary stylistics. The strengths and limitations of stylistics.

2. **The stylistics of poetry**:
The concept of poetic diction, creativity in the use of language, poetic license, music in poetry, metre, ambiguity, obscurity and indeterminacy.

3. The stylistics of drama:
Theatre and drama, dramatic mode, dramatic text and performance text, the use of proximal deixis in drama, dramatic dialogues and speech act theory, the cooperative principle and the politeness principle, turn taking and adjacency pairs, dramatic dialogues and everyday conversations.

4. The stylistics of fiction:
Fiction as a narrative form of discourse, narrative strategies, point of view, universe of discourse, the use of distal deixis in fiction.

Reading List

1. Austin, J. L. (1962), *How to do things with words*, Oxford: Clarendon Press.
2. Black, Elizabeth (2006), *Pragmatic Stylistics*, (Edinburgh)
3. Crystal, David, *A Dictionary of Applied Linguistics and Stylistics*
4. Cummings, M. and R. Simmons (1983), *The Language of Literature : A Stylistic Introduction to the Study of Literature*, London : Pergamon
5. Fowler, Roger (1971), *The Language of Literature*, London : Routledge and Kegan
6. Krishnaswamy, N., S. K. Verma and N. Nagarajan (1992), *Modern Applied Linguistics*, Madras: Macmillan
7. Leech, Geoffrey (1969), *A Linguistic Guide to English Poetry*, London: Longman
8. Lyons, J. (1981), *Language and Linguistics*, Cambridge: CUP.
9. Welsh, Katie (1989), *A Dictionary of Stylistics*, London: Longman
10. Wright, Laura and Jonathan Hope (1996), *Stylistics : A Practical Course Book*, London : Routledge

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SDE
M.A. (English) Semester – II
PGENG26: c) American Literature: 19th century – II

Total Credits: 04

Course content:

1: Terms: American Civil War, Local Color Movement, Realism, Naturalism, Pragmatism and Veritism

2: Poetry

William. D. Howells:
i. "Dead" ii. "The Bewildered Guest"

Henry Cuyler Bunner:
i. "One, Two, Three" ii. "Candor" iii. "Shriven"

Bret Harte:
i. "Mary's Album" ii. "Love and Physic"

3: Fiction

i. Stephen Crane: *Red Badge of Courage*
ii. Mark Twain: *The Adventures of Tom Sawyer*

4: Short Stories

Kate Chopin:
i. "Beyond the Bayou" ii. "A Pair of Silk Stockings"

Jack London:
i. "The Unexpected" ii. "Love of Life"

Books for reference:

Abel, Darrel. *Ruined Eden of the Present: Hawthorne, Melville, and Poe: Critical Essays in Honor of Darrel Abel*. eds. G.R. Thompson and Virgil L. Lokke. West Lafayette: Purdue UP, 1981.

Barrish, Phillip. *American Literary Realism: Critical Theory and Intellectual Prestige, 1880-1995.* Cambridge: Oxford U P, 2001.

Bell, Michael Davitt. *The Problem of American Realism.* Chicago: U of Chicago P, 1993.

Belluscio, Steven J. To Be Suddenly White: Literary Realism and Racial Passing. Columbia, MO: U of Missouri P, 2006.

Buell, Lawrence. *Literary Transcendentalism: Style and Vision in the American Renaissance.* Ithaca, NY: Cornell University Press, 1986.

Chase, Richard. *The American Novel and Its Tradition.* Garden City, N. Y.: Doubleday Anchor, 1957.

Elliot, Emory., and Cathy N. Davidson, eds. *The Columbia History of the American Novel.* New York: Columbia University Press, 1991.

Myerson, Joel, ed. *The Transcendentalists: A Review of Research and Criticism.* New York: Modern Language Association, 1984

Lewis, R. W. B. *The American Adam: Innocence, Tragedy, and Tradition in the Nineteenth Century.* Chicago: University Chicago Press, 1955.

Pattee, Fred Lewis. *The Development of the American Short Story. [1966]* New York: Harper, 1923.

Pizer, Donald. *Realism and Naturalism in Nineteenth Century American Fiction.* Carbondale: Southern Illinois U P, 1966.

Warren, Joyce W., ed. *The (Other) American Tradition: Nineteenth-Century Women Writers.* New Brunswick, NJ: Rutgers University Press, 1993

Winter, Molly Crumpton. *American Narratives: Multiethnic Writing in the Age of Realism*. Baton Rouge, LA: Louisiana State UP, 2007.

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SDE
M.A. (English) Semester – II
PGENG27: d) Indian Literature in English Translation – II

Total Credits: 04

Course content:

1: I- Recent Trends in Indian Writings in Translations:

i. Literature of the Marginalized and Dalit Consciousness in writings, including translations,
ii. Issues of Gender relations and women's works in translations,
iii. Voices of the Subaltern and tribal studies,
iv. Identity crisis in Diaspora and Immigrant Writers,
v. Postmodernism as reflected in the techniques of writing and translation in India,
vi. Literature of new Native writers in translation

II -Concepts in Translation Studies:

i. Scope and relevance of Translation studies
ii. History of Translations in English,
iii. Problems of Linguistic and Cultural Equivalence in Translation,
iv. Concepts of transference, transliteration and transcreation
v. Problems of translating a literary text
vi. Translation as Linguistic Bridge-building entity

2: i. Girish Karnad, *Hayavadana***,** Trans. by the author
ii. Mohan Rakesh: *Half-way House*

3: i. Mahasweta Devi**,** *Old Women* Trans. By Gayatri Chakravarti Spivak
ii. Gulzar : *Across the Raavi* (New Urdu Fictions, Katha, 2004)
iii. S.L. Duncan: A Christmas Story (from The Heart of the Matter, Katha, 2004)

4: i. Baby Kamble, *The Prison We Broke*Trans. By Maya Pandit
ii. Bama: *Harum Scarum Saar and Other Stories*

Reference books:

K.R.S. Iyengar, *Indian Writing in English*, Bombay, 1962.
M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, Delhi, 1982.
R.K. Dhawan, ed. *50 Years of Indian Writing*
M.K. Naik, Macmillan *Aspects of Indian Writing in English*, Delhi 1979.
William Walsh, *Indo-Anglian Literature 1800-1970*, Orient Longman, Madras, 1976.
R.K. Dhawan, ed *Postcolonial Discourse: A Study of Contemporary Literature*
Bhagyashree S. Varma ed. *Amrita Pritam: Life as Literature*
Nivedita Sen, Nikhil Yadav Mahasweta Devi – An Anthology of Recent Criticism, *Gender & Caste: Issues in Contemporary Indian Feminism*. New Delhi, Kali for Women, 2003.
The Danger of Gender: Caste, Class and Gender in Contemporary Indian Women's Writing, Clara Nubile 2003 .
Makarand Paranjape, ed. *Realism and Reality: the Novel and Society in India, Nativism: Essays in Nativism.*
Manu S. Rajadurai and Geetha Vardarajan *Towards a Non-Brahmin Millennium.*
K.V. Reddy and R.K. Dhawan, ed. *Flowering of Indian Drama:Growth & Development.*
Sudhakar Pandey and Freya Barua, ed. *New Directions in Indian Drama,*
Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations, by Sharankumar Limbale. Translated by Alok Mukherjee. Orient Longman, 2004
From Untouchable to Dalit : Essays on the Ambedkar Movement: Eleanor Zelliot. Manohar, 1998
A.P. Pandey(Ed), *New Horizons in Indian English Drama*, Bhasker, Publishers, Kanpur, 2011

Dalit Movement in South India : 1857-1950:Swapna H. Samel. New Delhi, Serials, 2004
Shantha Ramakrishna, ed, *Translation and Multilingualism: Post-Colonial Context*.
A.P.Pandey, *Flames and Fire In Kabir's Poetry*, Bhasker Publishers ,Kanpur,2008
Translation: From Periphery to Centrestage, Tutun Mukherjee, ed.
Author, Texts, Issues: Essays on Indian Literature, K. Satchidanandan

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SDE
M.A. (English) (CBCS 2018 Course)
Semester – II
PGSEC 11: English for Specific Purposes

English for Specific Academic Purposes (ESAP) is an attempt to prepare and train the students in English in Business, English for General Purposes, and English in Science and Technology etc. The course is aimed at raising the learners' awareness by providing them with a theoretical framework based on current research in English for Specific Purposes for practical work on almost all the four modules.

Course Content

The course content consists of the following Modules.

1. English for Specific Academic Purposes

i. English for Specific Purposes with focus on English for Academic Purposes; basic concepts in ESP; and characteristics of ESP

ii. Language and Communication: meaning of communication, barriers to effective communication, principles of effective communication; functions of everyday usage; participating in conversations in familiar situations, and on telephone

iii. Listening to short lectures, descriptions, narrations, rapid talks, passages read aloud and/or dictated, and identify language functions; using synonyms and antonyms, one-word substitutes, idioms and typical phrasal verbs

iv. Reading for information; for comprehension, critically; analytically; to discover the flow of ideas; note-taking and note-making; development of paragraphs; cohesion, coherence and style

2. English in Business Management

i. Difference between General English and Business English; use of English in business communication; terminology used; use of abbreviations; and Business Jargon

ii. Internal business communication: memoranda, and documentation of meetings; drafting of notices, agenda and minutes of a meeting; drafting of the resolutions passed in the meetings

iii. The structure of a report in business management; writing individual and committee reports; the structure of market reports

iv. The structure and content of business letters: sales, complaint, adjustment, collection, and insurance letters

3. English in Science and Technology

i. Difference between General English and English in Science and Technology (EST); terminology used; and use of abbreviations

ii. Writing elements: technical definitions, technical descriptions, summaries, graphs, instructions, comparisons and contrasts

iii. Forms of technical communication: technical reports, forms, memos, and e-mail; business letters, presentations, résumés

iv. Writing paragraphs, developing points/ideas; writing letters of formal and informal kind especially applications, invitations etc

4. English in the Media and Advertising World

i. Difference between General English and English in the Media and the Advertising World; actual use of English; terminology used; and use of abbreviations

ii. The structure and language of a media report in print, and in electronic format; the structure and language of an advertisement in print, and in electronic format

iii. Familiarising oneself with various stylistic devices in a print media report including style; familiarising oneself with various stylistic devices in an advertisement

iv. Tackling texts of media reports and advertisement for the purpose of negotiating meaning in them

Reference Texts:

1. RA Carter and David Nunan (eds). 2001. **The Cambridge Guide to Teaching English to Speakers of Other Languages**. Cambridge: Cambridge University Press.
2. Shirley Taylor. 1999. **Communication for Business**: a practical approach. Third edition. Harlow, Essex: Pearson Education.
3. Adrea J Rutherfoord. 2001. **Basic Communication Skills for Technology**. Low Price Second Edition. New Delhi: Pearson Education India.
4. A Bell.1991. **The Language of News Media**. Oxford: Blackwell.

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Semester III

SDE
M.A. (English) (CBCS 2018 Course)
Semester – III
PGENG 31 : Literature in English 1832 to 1980 – I

Total Credits: 04

Objectives:

1. To acquaint students with major trends and writers in English Literature through detailed study of specific literary works.
2. To enable students to read and appreciate critically the literary works by the major English authors.
3. To cultivate among students a sense of understanding in order to make them better human beings by the exposure to literature.
4. To improve the linguistic competence.

Course content:

Historical background to the period with special reference to the texts.

A) Poetry:

1. Alfred Tennyson : i. Ulysses
   ii. The Lady of Shalott
2. Robert Browning : i. The Last Ride Togather
   ii. The Patriot
3. W.B. Yeats : i. The Second Coming
   ii. Leda and the Swan

B) Drama:

1. G.B. Shaw : *Pygmalion*

C) Fiction:

1. E.M. Forster : *A Passage to India*

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SDE
M.A. (English) (CBCS 2018 Course)
Semester – III
PGENG 32 : Contemporary Critical Thoughts - I

Total Credits: 04

Objectives:

1. To acquaint the students with the work of significant critics of the contemporary age.
2. To familiarise them with the important critical movement.
3. To give them firsthand knowledge of the works of the great critics.
4. To enable them to apply principles of criticism to literary texts.
5. To encourage them to undertake further reading in critical movements and critical theory.

Course content:

An introduction to the following contemporary critical approaches / schools / ideas.

1. Liberal Humanism
2. Structuralism
3. Post-structuralism and deconstruction
4. Postmodernism
5. Psychoanalytic criticism
6. Feminist criticism
7. Marxist criticism
8. New historicism and cultural materialism
9. Postcolonial criticism

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SDE
M.A. (English) (CBCS 2018 Course)
Semester – III
EN33 : Research Methodology – I

Total Credits: 04

Objectives:

1. To familiarise students with the phonological, morphological, lexical and syntactic systems of the English language.
2. To acquaint them with the main geographical registral and social varieties of English.
3. To let them know that situational, cotextual, social and cultural appropriatness is as importance as grammatical correctness.

Course content:

A. Introduction:

1. Meaning and objectives of research, Qualities of a Good Researcher
2. Key terms in research: investigation, exploration, examination, analysis, hypothesis data, methods and techniques, results and findings, etc.
3. Dimensions and Different methods of research in Language and Literature

B. Process of Research:

1. Research Area and Research Topic, Preparing Bibliography for Background Reading, Formulating the Research Problem, Extensive Survey of Relevant Literature
2. Developing Hypothesis and Defining Aims and Objectives, Deciding the Scope and Limitations
3. Adopting Appropriate Research Methodology, Writing a Research Proposal

C. Research Process

1. Collecting and Classifying Data (books, anthologies, thesauruses, encyclopedias, conference proceedings, unpublished theses, newspaper articles, journals, govt publications, e-journals, web references, research sites, printed and web indexes, etc.; e-mail discussion groups, special libraries, advanced study centers, virtual libraries, web search engines, etc.)
2. Analyzing the Data, Arriving at Interpretations and Generalizations, Preparing Chapter wise Design

D. Presentation of Research

1. Format of the Thesis, Logical Writing, Introductions and Conclusions, Presentation of Findings,
2. Footnotes and Endnotes, Writing Bibliography Using Standard Style sheets
3. Writing a Short Research Paper, Writing a Short Dissertation

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SDE
M.A. (English) (CBCS 2018 Course)
Semester – III
PGENG 34 : a) Postcolonial Indian English Literature – I

Total Credits: 04

Objectives:

1. To acquqint the students with literary advancements in Indian English Literature.
2. To make the students familiar with the contributions made by modern Indian writers writing in English.
3. To introduce the students to socio-cultural scenario as reflected in the writing of Post-Independence Indian writers.

Course content:

A) The Basic Concepts:

1. Introduction: situating the postcolonial
2. Postcolonial issues in performance
3. Postcolonial fiction
4. Postcolonial poetry

B) Texts: Poetry:

The following prose articles from *Interrogating the Raj: Indian Response to Colonialism* edited by Shubhangi Raykar, Diamond Publications (2008)

a) Raja Ram Mohan Roy : i. Address to Lord William Bentink; 2. Anti Suttee Petition
b) Jotirao Phule : i. Preface to Slavery
c) Pandita Ramabai : i. A Letter about Yamuna; 2. Her Own Story
d) Mahadev Govind Ranade : i. Address to the Third Annual Social Conference

ii. Address to the Fifth Annual Social Conference

e) Mahatma Gandhi : i. From the Hind Swaraj
f) Jawaharlal Nehru : i. The Record of the British Rule
g) Babasaheb Ambedkar : i. Annihilation of Cast

The following poems from *Ten Twentieth Century Indian Poets in English* ed. by R. Parthasarathy (OUP)25

1. A. K. Ramanujan: i) Obitury
2. Nissim Ezekiel: i) The Poet, Lover and Bird Watcher
3. Kamala Das: i) Sunshine Cat
4. Keki N. Daruwalla: i) Ghaghra in Spate
5. Arun Kolatkar: i) The Boat Ride

SDE
M.A. (English) (CBCS 2018 Course)
Semester – III
PGENG 35 : b) Semantics and Pragmatics – I

Total Credits: 04

Course content:

1. The terms 'Semantics' and 'Meaning'
2. Surface structure and Deep structure
3. Denotations and connotations
4. Seven types of meanings
5. Components and contrast of meaning (synonym, antonym, hyponymy, prototype)
6. Lexical relations (homonymy, homophony, polysemy, metonymy)
7. Semantics and lexicon
8. Entailment
9. Semantics and logic

SDE
M.A. (English) (CBCS 2018 Course)
Semester – III
PGENG 36 : c) Contemporary American Literature and Culture - I

Total Credits: 04

Objectives:

1. To introduse the students to the literature of the United States of America of the twentieth century.
2. To familiarise them with the important literary and historical movements of the period.
3. To give them a firsthand knowledge of some works and authors of the period.

Course content:

A study of the historical and socio-cultural background of Twentieth Century American Literature with reference to the following topics:

i) Pragmatism ii) Naturalism iii) Expressionism iv) The Lost Generation v) The Southern Renaissance

A) Poetry

1. Robert Frost : i) Mending Wall
   ii) The Death of the Hired Man
   iii) The Road Not Taken
2. Hart Crane : i) At Melville's Tomb
   ii) Voyages
3. Wallace Stevens : i) The Farmer's Wife
   ii) The Emperor of Icecream
   iii) Anecdote of the Jar

B) Drama

1. Eugine O'Neill : *Desire Under the Elms*
2. Arthur Miller : *Death of a Salesman*

SDE
M.A. (English) (CBCS 2018 Course)
Semester – III
PGENG 37 : d) World Classics in English Translation – I

Total Credits: 04

Objectives:

1. To acquaint the students with selected masterpieces of Europian literature.
2. To familiarise them with the important literary and historical movements of the period.

Course content:

1.	Sophocles	:	*Antigone*
2.	Moliere	:	*The Misanthrope*
3.	Tolstoy	:	*Resurrection*
4.	Dostoevsky	:	*The Idiot*

PGAEC 31: Soft Skills

Objectives of the course:

a) To inculcate the value system among students
b) To develop a multi-faceted personality of students
c) To enhance the desirable life skills
d) To convert capacities into capabilities to create better human resources
e) To create a accountable and responsible citizen

Course Contents

1. Soft Skills: Meaning and definition; Employability skills, Life skills, Corporate skills.
2. Developing positive attitude: Ethics, Values, Manners & Etiquettes
3. SWOT analysis and Career Planning: Strengths, Weaknesses, Opportunities and Threats
4. Curriculum Vitae, Resume, Bio-Data: Types of personal and educational information, preparing CV according to the job requirements
5. Interview Techniques: Types of interviews, Personal appearance, basic research, Confidence, knowledge preparation, interview style
6. Time Management: Competency-building skills; identifying use of time, management of on-time task, identifying reasons for poor time management, and taking corrective action; overall time-planning; and learning where to go for information or guidance
7. Stress Management: coping with stress and anger; recognizing/understanding others' point of view; problem solving; peer negotiation and resistance; conflict management; active listening and effective communication; acceptance and/or tolerance of diversity groups; and telephone skills
8. Confidence building and Personal Integration:
9. Teamwork and Leadership: Group discussion, effective communication skills, Group behaviour, helping nature
10. Developing work culture: sincerity, negotiation techniques, summarizing information; summarizing information about specific points; organizing studies

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Semester IV

SDE
M.A. (English) Semester – IV
PGENG 41 : Literature in English 1832 to 1980 – II

Total Credits: 04

Course content:

Historical background to the period with special reference to the texts.

A) Poetry:

1. T.S. Eliot : i. The Love Song of J. Alfred Prufrock
   ii. The Hollowmen
2. Philip Larkin : i. Church Going
   ii. Lines on a Young Lady's Photograph Album
3. Ted Hughes : i. The Jaguar
   ii. Hawk Roosting
4. Robert Frost : i. Mending Wall

B) Drama:

1. Harold Pinter : *The Birthday Party*

C) Fiction:

1. Graham Greene : *The Power and the Glory*

Note: Standard and authentic editions of the texts published by the publishers like OUP, CUP, Longman, Macmillan, Penguin, Routledge, Signet Classic, Allen and Unwin etc.

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SDE
M.A. (English) Semester – IV
PGENG 42 : Contemporary Critical Thoughts - II

Total Credits: 04

Course content:

The essays prescribed for study

1. Archetypal Criticism : Northrop Frye *The Archetypes of Literature*
2. Marxist Criticism : George Lukacs *The Ideology of Modernism*
3. Psychoanalytic Approach : Ernest Jones *Hamlet :The Psychological Solution*
4. Structuralism : Jonathan Cullar *Structuralism and Literature*
5. Reader-Response Theory : Roland Barthes *Death of the Author*
6. Deconstruction :M.H. Abrams *The Deconstructive Angel*
7. Feminism :Elaine Showalter *Feminist Criticism in the Wilderness*

Reading List

1. Ramaswami and Sethuraman (eds.) (1986), *The English Critical Tradition*, Vol. 1 (Macmillan) For Samuel Johnson and William Wordsworth.
2. Hardy and Westbrook (eds.) (1974), *20th Century Criticism*, (Light and Life Publishers, New Delhi) for T.S. Eliot, I. A. Richards, Cleanth Brooks, Richard Chase, and Ernest Jones.
3. Ramaswami and Sethuraman (eds.) (1986), *The English Critical Tradition*, Vol. II (Macmillan) for Wimsatt and Beardsley.
4. Lodge, David (1989), *20th Century Literary Criticism* (London Longman) For George Lukacs
5. Sethuraman (ed.), *Contemporary Criticism: An Anthology*, (Macmillan), for Roland Barthes, Stanley Fish, M.H. Abrams, and Elaine Showalter.
6. Barry, Peter (2007), *Beginning Theory : An Introduction to Literary and Cultural Theory*, Manchester University Press

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SDE
M.A. (English) Semester – IV
EN 43: Research Methodology II (Research Project)

Total Credits: 06

Course Content:

I) A student is required to prepare the synopsis alongwith the following lines in at least 4 pages: Introduction to the tilte and topic alloted; Hypothesis**;** Objectives of the Research**;** Proposed Structure: Chapter Scheme; Working Bibliography. This will be treated as Internal Evaluation and will be evaluated for 20 Marks.

II) Research Project Writing:

A student is required to be familiar with methodology and technique of research report writing. S/he has to submit an ehaustive research report on the given topic, to be submitted by the end of February each year. The research report will be tretaed as a part of University Examination & will carry 60 Marks.

III) Viva-Voce/presentation:

The viva-voce/presentation will be organised in the month of March every year and will be a part of university examination. The student has to present his/her research in front of the examiners including the other students. This will carry 20 marks.

Reference Books:

1. Adam Sirjohn (2004), *Research Methodology: Methods & Techniques*, Delhi: New Age International Ltd
2. Abdul Rahim, F. (2005), *Thesis Writing: A Manual for Researchers* (New Delhi: New Age International)
3. Ballou, Stephen V. *A Model for Thesis and Research Papers*
4. Campbell, William *Form and Style in Thesis Writing*
5. Hillway, George *Introduction to Research*
6. Gibaldi, Joseph (7th edn. 2007), *MLA Handbook for Writers of Research Papers*, New York: MLA Association
7. Lenburg, Jeff (2007), *Guide to Research*, Viva Books
8. Rajannan, B. (1968), *Fundamentals of Research*, ASRC Hyderabad
9. Rahim, F. Abdul (1996), *Thesis Writing-A Manual for Researchers*, New Delhi: New Age International
10. Sinha, M.P. *Research Methods in English*
11. Hillway, George *Introduction to Research*
12. Robinson, *Research Design and Statistical Measures*
13. Campbell, William *Form and Style in Thesis Writing*
14. Ballou, Stephen V. *A Model for Thesis and Research Papers*
15. Hook, L. and Gaver, M. V. *The Research Paper*
16. Watson, George *The Literary Thesis*
17. Davidson, Donald *Thesis and Dissertations as Information Sources*

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SDE
M.A. (English) Semester – IV
PGENG 44 : a) Postcolonial Indian English Literature – II

Total Credits: 04

Course content:
A) Texts:

1. Raja Rao : *Kanthapura*
2. Shashi Deshpande : *The Narayanpur Incident*
3. Kiran Nagarkar : *The Cukold*
4. Amitav Ghosh : *Sea of Poppies*

Rreference Books:

1. Gandhi, Leela : *Post-Colonial Theory: A Critical Introduction*.
2. Vinay Kripal: *The New Indian Novel in English*.
3. Iyengar : *Indian Writing in English*.
4. Kripal, Vinay : *The New Indian Novel in English: A Study of the 1980s*.
5. Loomba, Ania : *Colonialism/Post-Colonialism*.
6. Naik, M.K. : *A History of Indian English Literature*.
7. Naik, M.K. : *Critical Essays on Indian Writing in English*.
8. Nabar, Vrinda & Nilufer Bharucha (ed.) :*Post-Colonial Perspective on the Raj & its Literature*.
9. Sing, A.K. : *Contemporary Indian Fiction in English*.
10. Lal, P. : *The Concept of an Indian Literature*.
11. Mukherjee, Meenakshi: *Realism and Reaity: The Novel and Society in India*.
12. Mukherjee, Meenakshi: *The Twice Born fiction: Themes and Techniques of the Indian Novel in English*.
13. Naik, M.K. : *Dimensions of Indian English Literature*.
14. Aijaz Ahmad: *In Theory*. New Delhi: Oxford University Press, 1992.
15. Timothy Brennan, *Salman Rushdie and the Third World*. New York: St. Martin's Press, 1989.
16. Elleke Boehmer, *Colonial and Postcolonial Literature: Migrant Metaphores*. Oxford University Press, 2005.
17. Devi, Ganesh: *The G. N. Devy Reader: After Amnesia, 'Of Many Heros', The Being of Bhasha; Countering Violence*, Orient Blackswan, 2009.

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SDE
M.A. (English) Semester – IV
PGENG 45 : b) Semantics and Pragmatics – II

Total Credits: 04

Course content:

1. Semantics and pragmatics
2. Emergence of pragmatics
3. Sentence and utterance
4. Presupposition and implicature
5. Speech event and speech situation
6. Speech Acts
7. Conversational Principles: PP, CP etc.
8. Deixis
9. Turn-taking and adjacency pairs
10. Discourse Analysis

Books for reference:

1. Leech, G. (1974) *Semantics*, Penguin : Harmondsworth.
2. Leech, G. (1980) *Explorations in Semantics and Progmatics*, John Benjamms, Amsterdam.
3. Lyons, J. (1977) *Semantics*, (two vols) CUP.
4. Palmer, F.R. (1981) *Semantics*, CUP.
5. Searle, J. R. (1969) *Speech Acts*, CUP.
6. Searle, J.R. (1979) *Expression and Meaning*, CUP.
7. Levinson, S.C. (1983) *Pragmatics*, CUP.

8. Leech, R.N. (1983) *Principles of Pragmatics*, Longman.
9. Thorat, A.R. (2001) *A Discourse Analysis of Five Great Indian Novels*, Macmillan.
10. Mey, J.L. (1993) *Pragmatics : An Introduction*, Blackwell, Oxford.
11. Grundy, Peter (1995) *Doing Pragmatics*, Edwqard Amold, London.
12. Verchucren, Jet (1999) *Understanding Pragmatics*, OUP, New York.
13. Yule, G (1996) *Pragmatics*, OUP.
14. Taylor, P.J. (1987) *Analyzisng Conversation*, Pergamon Press.
15. Hudson. '*Sociolinguistics*' CUP.

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SDE
M.A. (English) Semester – IV
PGENG 46 : c) Contemporary American Literature and Culture - II

Total Credits: 04

Course content:

A) Drama

1. Edward Albee : *Who's Afraid of Virginia Woolf?*

B) Fiction

1. William Faulkner : *As I Lay Dying*
2. John Steinbeck : *Of Mice and Men*
3. Toni Morrison : *Tar Baby*

Books for reference:

1. Frederick J. Hoffman, *The 20th American Writing in the Post War Decade*
2. Robert Spiller et. al , *A Literary History of the United State*
3. Roy Harvey Pearce, *The Continuity of American Poetry*
4. Alan Downer, *American Theather*
5. Jean Gould, *Modern American Playwrights*
6. R.W. Horton and H.W. Edwards, *Background of American Literary Thought*

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SDE
M.A. (English) Semester – IV
PGENG 47 : d) World Classics in English Translation – II

Total Credits: 04

Course content:

1. Pirandello : *Six Characters in Search of an Author*
2. Sartre : *The Files*
3. Camus : *The Outsider's (Stranger)*
4. Uttar Ram Charit : *Bhavabhuti*

Books for reference:

1. Bieber, M. (1959) *The History of the Greek and Ronman Theatre*, Princeton.
2. Harsh, Philip W. (1960) *A Hand book of Classical Drama*, Stanford University.
3. Le grand, P.E. *The New Greek Comedy*, London Norwood, Gilbert.
4. Adam Antoine (1974) *Grandeur and Illusion French Lueraqture & Society 1600-1715*, Harmondsworth, Penguen.
5. Eossman Lionel (1969) *Men and Masks*, A Study of Mohere Baltmore the Johns Hophins Press.
6. Guichamaud Jacques (1964) *Mohere : A Collection of Critical Essays*, Englwood Chiffs : Prentice-Hall.
7. Bayley John (1966) *Tolstoy and the Novel*, London: Chato & Windus.
8. Christian R.F. (1969) *Tolstoy: A critical Introduction*, Cambridge: C.U.P.
9. Carr Edward Hallett (1962) *Dostoevsky: 1821-1881*, London: Unwin Books.
10. Hingley Ronald (1962) *The Undiscovered Dostoyevsky*, London : Harmish Hamilton.
11. Hodquist Michael. (1977) *Dostoevsky and thje Novel*, Princeton : Princeton University Press.

12. Brustein Robert (1965) *The Theatre of Revalt: An Approach to Modern Drama*, London: Methuen.
13. Cambon elaue, *Pirandello : A collection of Critical Essays*, Englewood Cliffs: Prentice Hall.

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BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY, PUNE (INDIA)

(Established u/s 3 of the UGC Act, 1956 vide Notification No.F.9-15/95-U-3 of the Govt. of India)

*** Accredited 'A+' Grade (2017) By NAAC ***

*** 'Category -I' University Status by UGC ***

*** 'A' Grade University Status by MHRD Govt. of India ***

"Social Transformation Through Dynamic Education"

SCHOOL OF DISTANCE EDUCATION

Recognized by University Grants Commission- Distance Education Bureau (UGC-DEB), New Delhi

PROGRAMME PROJECT REPORT (PPR)

OF

MASTER OF COMMERCE
(M. COM.)

BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY, PUNE (INDIA)
SCHOOL OF DISTANCE EDUCATION
Master of Commerce (M. Com.) Course Structure

Under The Faculty of Arts, Social Sciences and Commerce

1. INTRODUCTION:

The purpose of Master of Commerce (M. Com.) degree course structure and syllabus has a distinct objective to equip the students with the knowledge, skills and attitude to become more suitable for the present and emerging globalised job market. The courses are intended to impart intensive knowledge and training in the subject and help the students to acquire wider perspectives both for research and professional application. The syllabus has been designed student-centered where; there is flexibility for the students to have a greater choice of courses appropriate to their interest, needs and long term goals. The courses are offered with Choice Based Credit and Grade System thus facilitating the students to have core courses over the four semesters for mastering in the subject by acquiring required depth and at the same time to select non-core optional courses of his/her choice and based on his/her aptitude from any subject.

2. OBJECTIVES:

1. To provide an opportunity to the students to acquire advanced knowledge of specialized subjects.
2. To equip and train the students to accept the challenges of changing corporate world.
3. To equip the students for seeking suitable careers and entrepreneurship abilities.
4. To study methods of data collection and its interpretations.
5. To develop communication and analytical skills.

3. LEARNING OUTCOMES

M.Com. programme aims to equip students with the knowledge, skills and attitude to meet the challenges of the modern-day business organizations. The curriculum of M.Com. degree provides a carefully selected subject combination of Accounting, Economics, Finance, Management, Tax, Marketing and Corporate Law and other business-related subjects. The programme aims to nurture the students in intellectual, personal, interpersonal and social skills with a focus on Holistic Education and development to make informed and ethical decisions and equips graduates with the skills required to lead management position. This programme brings out reflective and scientific thinking in the students which makes them inquisitive and curious to get deep insights of the business world and tackle the complex situations with much knowledge and wisdom.

4. ACADEMIC PLANNER

	For June Admission Session Students	For January Admission Session Students
Admission Date	1st July to 30th September	1st January to 28th February
Eligibility Document Submission	1st July to 30th September	1st January to 31st March
Internal Home Assignment Submission	**For Sem - I, III -** August to September **For Sem - II, IV -** March to April	**For Sem - I, III -** March to April **For Sem - II, IV -** August to September
Examination Form Submission	**For Sem - I, III -** August to September **For Sem - II, IV -** March to April	**For Sem - I, III -** March to April **For Sem - II, IV -** August to September
University Examinations	**For Sem - I, III -** December **For Sem - II, IV -** June	**For Sem - I, III –** June **For Sem - II, IV -** December

5. ADMISSION PROCEDURE

The Application Form is available at each Academic Study Centres. The candidate will have to apply for admission to any academic programme of his / her choice in the prescribed form attached with Information booklet. University has made available the facility of 'Online application for Admission' to the students to apply for admission to the various programs. The candidate will be admitted provisionally to the programme on verification of the eligibility for admission. He / She will be asked to complete the eligibility requirement by submitting the required Marksheets, Leaving/Transfer Certificate, Educational Gap Certificate (if required), Aadhaar Card etc. After verification of required documents candidate admission will be confirmed.

6. ELIGIBILITY:

A candidate who has passed the B. Com. or B.B.A. of this University or any other recognized university or any graduate of this or any other recognized university shall be permitted to take admission to the M. Com. degree course of this University.

7.DURATION:

The minimum duration of the M. Com. degree programme is two years divided into Four semesters although student may complete the programme gradually within a maximum period of Six years. If Programme is not completed successfully during Six years, he/she will be required to take fresh admission.

8. MEDIUM

The medium of instruction and examination shall be in English. However, students can write their papers in Marathi also.

9. FEE STRUCTURE

Sr. No.	Particular	I Year	II Year
1	Admission Fee	500/-	-
2	Tuition Fee	4600/-	4600/-
3	Examination Fee	1150/-	1250/-
Total		**6250/-**	**6350/-**

10. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

Sr. No.	Programmes	Total Programme Fees	Admission Fee	Tuition Fee	Study Material Development Cost	Contact Lectures Cost	Other Administrative / Educational Expenses
1	M. Com.	9700/-	500/-	9200/-	4971/-	1840/-	2389/-

11. STUDENT SUPPORT SERVICES

a) Student Counseling:-

Full time Student Counseling Desk is available at BVDU School of Distance Education, Pune (Head Quarter). Student can contact to this office and get detail information related to Admission, Programme eligibility, Programme fees, Important Dates related to all Academic Activities, details of Academic Study Centre, Information of Examinations etc. As well as student can contact to this office through email for their queries.

b) Personal Contact Session (PCP):-

Personal Contact Sessions conducted by Academic Study Centre and organized on holidays, normally at time convenient to the student, during which a qualified expert faculty gives explanations and help to clear the doubts and difficulties of the students and also delivering instructions to the students about study material.

c) E-Learning Support:-

The electronic versions of learning resources in mobile-ready formats are available freely on `e-Learning Environmental Portal' of School of Distance Education (econnect.bvuict.in/econnect/) for students. Details programme Syllabus, Videos of Expert Lecturers on various Topics, Self Learning Material, Old Question Papers are also available on this portal. Student can easily access this instructional material.

d) Self Learning Material (SLM):-

SLM will be provided to student on Book form which contents will help them as a reference book. Learner can able to understand the subject matter even in the absence of a teacher.

12. METHODS AND MEDIA USED IN SELF INSTRUCTIONAL MATERIAL DELIVERY

Self Instructional Material is delivered in various media. The printed copies of learning resources in Self Instructional format for this programme is made available to the students through Academic Study Centres. The electronic version of the learning resources including the lectures, instructional material, lectures in mobile-ready formats are available freely on the `e-learning Environmental Portal` of School of Distance Education.

13. FACULTY AND SUPPORT STAFF

As per the requirement of programme faculties (internal and external) are available in adequate number. They are conducting all academic activities related to this programme.

14. EVALUATION OF LEARNER

As a part of evaluation of learner following activities are conducting at every Academic Study Centre.

- Continuation / Internal Assessment of each subject
- Conducting Tutorials
- Conducting Term End Examinations at the end of each session.
- Question Papers Sets with Multiple Choice Questions

15. COURSE STRUCTURE:

The M. Com. degree course will be of two year duration consisting of four semesters and of minimum 70 credits as below:

Sr.	Semester	Total Credits
1	Semester I	16
2	Semester II	18
3	Semester III	18
4	Semester IV	18
	Grand Total	**70**

In each Semester, there will be four papers of 100 marks each out of which 30 marks will be for Internal Assessment (home assignments) and 70 marks for University Examination. Thus M. Com. degree examination, four Semesters shall be of 1700 marks and of minimum 70 credits altogether. The following shall be the course structure.

Semester I

Semester	Subject Type	Course Code	Title of the Paper	Credit	Exam. Hours	Maximum Marks		
						IA	Uni. Exam	Total
Semester I	Core Compul-sory	PGCOM 101	Business Finance-I	04	03	30	70	100
		PGCOM 102	Management Concepts & Organisational Behaviour-I	04	03	30	70	100
	Core Elective	**Group A**						
		PGCOM 103	Advanced Accounting-I	04	03	30	70	100
		PGCOM 104	Advanced Accounting-II	04	03	30	70	100
		Group B						
		PGCOM 105	Marketing-I	04	03	30	70	100
		PGCOM 106	Marketing-II	04	03	30	70	100
		Group C						
		PGCOM 107	Business Administration-I	04	03	30	70	100
		PGCOM 108	Business Administration-II	04	03	30	70	100

Semester II

Semester	Subject Type	Course Code	Title of the Paper	Credit	Exam. Hours	Maximum Marks		
						IA	Uni. Exam	Total
	Core Compul-sory	PGCOM 201	Business Finance-II	04	03	30	70	100
		PGCOM 202	Management Concepts & Organisational Behaviour-II	04	03	30	70	100
		Group A						
		PGCOM 203	Advanced Accounting-III	04	03	30	70	100
		PGCOM 204	Advanced Accounting-IV	04	03	30	70	100
		Group B						

Semester II	Core Elective	PGCOM 205	Marketing-III	04	03	30	70	100
		PGCOM 206	Marketing-IV	04	03	30	70	100
		Group C						
		PGCOM 207	Business Administration-III	04	03	30	70	100
		PGCOM 208	Business Administration-IV	04	03	30	70	100
		PGGEN 22	Consumer Protection	02	02	20	30	50

Semester III

Semester	**Subject Type**	**Course Code**	**Title of the Paper**	**Credit**	**Exam. Hours**	**Maximum Marks**		
						IA	Uni. Exam	Total
Semester III	Core Compul-sory	PGCOM 301	Management Accounting -I	04	03	30	70	100
		PGCOM 302	Research Methodology-I	04	03	30	70	100
	Core Elective	**Group A**						
		PGCOM 303	Advanced Accounting-V	04	03	30	70	100
		PGCOM 304	Advanced Accounting-VI	04	03	30	70	100
		Group B						
		PGCOM 305	Marketing-V	04	03	30	70	100
		PGCOM 306	Marketing-VI	04	03	30	70	100
		Group C						
		PGCOM 307	Business Administration-V	04	03	30	70	100
		PGCOM 308	Business Administration-VI	04	03	30	70	100
	Non-Core Optional	PGGEN 31	Fundamentals of Investments	02	02	20	30	50

Semester IV

Semester	Subject Type	Course Code	Title of the Paper	Credit	Exam. Hours	Maximum Marks		
						IA	Uni. Exam	Total
Semester IV	Core Compul-sory	PGCOM 401	Management Accounting -II	04	03	30	70	100
		PGCOM 402	Research Methodology-II (Project Report)	06	--	40	60	100
	Core Elective	**Group A**						
		PGCOM 403	Advanced Accounting-VII	04	03	30	70	100
		PGCOM 404	Advanced Accounting-VIII	04	03	30	70	100
		Group B						
		PGCOM 405	Marketing-VII	04	03	30	70	100
		PGCOM 406	Marketing-VIII	04	03	30	70	100
		Group C						
		PGCOM 407	Business Administration-VII	04	03	30	70	100
		PGCOM 408	Business Administration-VIII	04	03	30	70	100

Note: PGGEN 31 Course will be provided as Massive Open Online Courses (*MOOCs*)

16. SCHEME OF EXAMINATION:

The examination of regular students of M. Com. degree course of the Bharati Vidyapeeth Deemed to be University admitted in the academic session 2019-20 and after shall be based on-

(a) Semester Examinations,

(b) Continuous Assessment,

(c) Choice Based Credit System, and

(d) Semester Grade Point Average and Cumulative Grade Point Average System

For each paper of 100 marks, there will be an Internal Assessment (IA) of 30 marks and the University Examination (UE) of 70 marks/3 hours duration at the end of each semester. A candidate who will secure atleast 40% of marks alloted to each paper will be given 4 credits. A candidate who does not pass the examination in any subject or subjects in one semester will be permitted to reappear in such failed subject or subjects along with the papers of following semesters.

The IA for each paper will be of 30 marks which will be carried out by the S.D.E. Centre during the term. The IA may be in the forms of written tests, seminars, term papers, presentations, assignments, orals or any such others.

There shall be four semester examinations: first semester examination at the middle of the first academic year and the second semester examination at the end of the first academic year. Similarly, the third and fourth semester examinations shall be held at the middle and the end of the second academic year, respectively.

The candidates shall be permitted to proceed from the first semester up to final semester irrespective of their failure in any of the semester examinations subject to the condition that the candidates should register for all the arrear subjects of earlier semesters along with current (subsequent) semester subjects

At the end of each semester,a cumulative grade point(CGPA) & also semester grade point average(SGPA)will be calculated as a weighted average of the GPI of all course in which the student has passed till that semister.

17. RESEARCH PROJECT WORK:

There will be a Research Project to be prepared by a student during the fourth semester. The objective of the project work is to introduce students to research methodology in the subject and prepare them for pursuing research in theoretical or experimental or computational areas of the subject. The project work is to be undertaken under guidance of a teacher allotted to a student by the department.

Division of Marks

Synopsis with working bibliography (Internal Assessment):	40 Marks
A full Project Report (Minimum 50-80 pages):	40 Marks
Viva Voce:	20 Marks

As the Research Project is based on the self study done by the candidate and evaluated for 100 marks altogether, 6 credits will be awarded to a successful candidate in this subject. The project may be evaluated by two examiners ne internal and one external, selected from the panel of PG examiners of the University. The viva voce must be conducted by the teachers selected out of the panel of PG examiners maintained by the University.

The candidate has to submit the project 1 month before the commencement of the fourth semester university examination. The project report shall be type-written and submitted in duplicate. A candidate who fails to submit the project may resubmit the same in the subsequent semester examination for evaluation. The project work activities must be duly supported by documentary evidence to be endorsed by the Head or Guide.

18. STANDARD OF PASSING:

A candidate shall be declared to have passed in the paper provided he/she has secured minimum GP of 4.5 in the UE and a GPA of 4.0 in agrregate of UE and IA taken together.

19. CLASSIFICATION OF SUCCESSFUL CANDIDATES:

Candidates who secured not less than 60% of aggregate marks (IA+UE) in the whole examination shall be declared to have passed the examination in the first class. All other successful candidates shall be declared to have passed in second class. Candidates who obtain 70% of the marks in the aggregate (IA+UE) shall be deemed to have passed the examination in first class with distinction.

A student who passes in all the courses will be declared to have passed the M. Com. degree with the following honours.

CGPA in [4.00, 4.99] -- Pass Class
CGPA in [5.00, 5.49] -- Second Class
CGPA in [5.50, 5.99] -- Higher Second Class
CGPA in [6.00, 7.99] -- First Class
CGPA in [8.00, 10.00] -- First Class with Distinction

20. EXTRA CREDITS:

Regular students can also opt for extra credits if the departmental committee agrees. A student must at the commencement of the semester communicate which extra credits he/she is going to opt. A student can enroll for extra credits over and above the total 70 credits prescribed for the course by attending and appearing for the examination of the opted extra credits. However, in such case grades of the extra credit will not be counted for arriving at GPA.

The extra credit course can be selected from within the institute or any other faculties of Bharati Vidyapeeth University offering courses for Faculty of Arts, Social Sciences and Commerce or Faculty of Science, which will be declared at the commencement of session. Such extra credits will be mentioned separately in the grade sheet.

21. GRADE POINTS SCHEME:

The term grading system indicates a 10-point scale of evaluation of the performances of students in terms of marks obtained in the Internal and External Examination, grade points and letter grade. The total performance within a semester and continuous performance starting from the first semester are indicated respectively by Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA). Candidates who pass all the examinations prescribed for the course in the first appearance itself alone are eligible for Ranking.

The 10-point scale would be used to convert marks out of 100 to grades and grade points according to the following table:

Marks as Percentage	Grade	Grade Point
[75.0, 100]	O	10.0
[70.0, 74.9]	A+	9.0
[65.0,69.9]	A	8.0
[60.0,64.9]	B+	7.0
[55.0,59.9]	B	6.0
[50.0,54.9]	C+	5.5
[45.0,49.9]	C	5.0
[40.0,44.9]	D	4.5
[00.0, 39.9]	F	0.0

22. STRUCTURE OF TRANSCRIPT:

At the end of each semester, student will be given a transcript showing the performance and result in each course. The transcript shows, for each course the title of the course, credit values, grade in UE, grade in IA, grade point index, result as pass or fail. Also, the semester grade point average (SGPA) and cumulative grade point average (CGPA) will be shown. Further, the equivalent percentage of marks corresponding to SGPA and CGPA will be shown. The formula to convert SGPA or CGPA to equivalent percentage is given by:

$$\text{Equivalent percentage marks} = \begin{cases} 10 \times \text{CGPA} & \text{if CGPA/SGPA is in } [4.00, 6.00] \\ 05 \times \text{CGPA} + 30 & \text{if CGPA/SGPA is in } [6.00, 9.00] \\ 25 \times \text{CGPA} - 150 & \text{if CGPA/SGPA is in } [9.00, 10.00] \end{cases}$$

The above formula computes to the following table:

Range in % of Marks	Range of CGPA	Letter Grade	Division
[75.0, 100]	[9.00, 10.00]	O	First Class with Distinction
[70.0, 74.9]	[8.00,8.99]	A+	
[65.0,67.9]	[7.00,7.99]	A	First Class
[60.0,64.9]	[6.00,6.99]	B+	
[55.0,59.9]	[5.50,5.99]	B	Higher Second Class
[50.0,54.9]	[5.00,5.49]	C+	Second Class
[45.0,49.9]	[4.50,4.99]	C	Pass Class
[40.0,44.9]	[4.00,4.49]	D	
[00.0, 39.9]	[0.00,3.99]	F	Fail

Thus, the percentage of marks can be obtained by using the following table:

CGPA	% of Marks	CGPA	% of Marks	CGPA	% of Marks	CGPA	% of Marks
4.0	40.0	**5.5**	55.0	**7.0**	65.0	**8.5**	72.5
4.1	41.0	**5.6**	56.0	**7.1**	65.5	**8.6**	73.0
4.2	42.0	**5.7**	57.0	**7.2**	66.0	**8.7**	73.5
4.3	43.0	**5.8**	58.0	**7.3**	66.5	**8.8**	74.0
4.4	44.0	**5.9**	59.0	**7.4**	67.0	**8.9**	74.5
4.5	45.0	**6.0**	60.0	**7.5**	67.5	**9.0**	75.0
4.6	46.0	**6.1**	60.5	**7.6**	68.0	**9.1**	77.5
4.7	47.0	**6.2**	61.0	**7.7**	68.5	**9.2**	80.0
4.8	48.0	**6.3**	61.5	**7.8**	69.0	**9.3**	82.5
4.9	49.0	**6.4**	62.0	**7.9**	69.5	**9.4**	85.0
5.0	50.0	**6.5**	62.5	**8.0**	70.0	**9.5**	87.5
5.1	51.0	**6.6**	63.0	**8.1**	70.5	**9.6**	90.0
5.2	52.0	**6.7**	63.5	**8.2**	71.0	**9.7**	92.5
5.3	53.0	**6.8**	64.0	**8.3**	71.5	**9.8**	95.0
5.4	54.0	**6.9**	64.5	**8.4**	72.0	**9.9**	97.5
						10.0	100.0

23. GRACING:

The gracing shall be done as per existing rules of the University.

24. VERIFICATION AND REVALUATION:

There is provision for verification and revaluation of the result. A student can apply for the verification and revaluation of the result within the two weeks from the declaration of the results with the prescribed fee. The verification and revaluation shall be done as per the existing rules of the University.

25. FORMAT OF THE TRANSCRIPT:

The student will be given a transcript indicating his/her performance at the end of every semester examination. The transcript shall be given as per the following table along with other necessary details:

Course No.	Course Name	No. of Credits	University Examination		Internal Assessment		Grade Point Average	Result
			Grade	Grade Point	Grade	Grade Point		
1								
2								
3								
4								
5								
6								
Total Cumulative Credits Completed			SGPA		CGPA		Equivalent Marks (%)	
Note: GPA is calculated by adding the UE marks out of 70 and IA marks out of 30. The total marks out of 100 are converted to Grade Point, which will be the GPA.								

26. GRADE/CLASS IMPROVEMENT:

The rules regarding the improvement of the Grade/Class of M.Com. course will be as per notification of Bharati Vidyapeeth University which is as follows:

1. The candidate who has passed UG and PG degree examinations of this university with the final grade/class as shown in column no. 1 and who desires to improve the grade/class as shown in column no. 2 below will be permitted at his/her option to appear for the same examination without being required to keep any terms.

Column no. 1	Column no. 2
Final grade: ‘C’ or ‘B’ or ‘B+’ or ‘A’ or ‘A+’ as the case may be	‘B’ or ‘B+’ or ‘A’ or ‘A+’ or ‘O’ as the case may be
OR	OR
Final class: ‘Pass Class’ or ‘Second Class’ or ‘Higher Second Class’ or ‘First Class’ as the case may be	‘Second Class’ or ‘Higher Second Class’ or ‘First Class’ or ‘First Class with Distinction’ as the case may be

2. For improvement of final grade/class, the candidate will be required to apply and allowed to appear only for the theory examinations.
3. A candidate shall have to reappear for minimum 1/3 and/or maximum of all the theory papers at a time, on which the final grade/class is awarded. Candidate should ensure that the examination time table for the subject he is appearing will not clash.
4. Performance of the candidates reappearing for the subject less than 1/3 of the total theory examinations mentioned above will not be considered. However, his/her appearance will be counted as an attempt.
5. If the candidate, who has reappeared for the final year examination under the provisions for his/her final grade/class, is successful in improving his/her final grade/class by such reappearance, he/she will have to surrender to the university the original degree and the grade sheet that he/she had obtained in that course/subject. Unless original degree and the grade sheet are returned to the university by the candidate, the new degree certificate and the grade sheet cannot be issued to the candidate. In the revised degree certificate/ grade sheet to be given to the candidate a mention will be made of the fact that he/she improved his/her grade/class under class improvement attempt.
6. A candidate appearing for the improvement of the final grade/class shall not be entitled to get benefit of any other rules/orders of the university regarding condonation /grace marks.
7. A candidate appearing for the improvement of the final grade/class shall not be entitled to get any prize/medal/scholarship/award etc.
8. A candidate who has reappeared for the above examination/s under the provision fails to improve his/her final grade/class; his/her performance at such reappearance at such reappearance shall be ignored.
9. If the candidate makes no improvement in the final grade/class, then earlier performance will be retained.
10. A candidate will be allowed to reappear for the examination for improvement of the final grade/class within a period of three years from the date of his/her passing the degree examination.
11. The candidate will be given maximum of three attempts for the improvement of his/her final grade/class.

12. The candidate who desires to apply for improvement of the final grade/class should submit his/her application form for improvement of the final grade/class from the College/School of Distance Education, Study Centre through which he/she has undergone the course. Form should be submitted for improvement before 31st August for the October/November examination and 28th February for April/May examination season. No form for improvement of the final grade/class shall be accepted after the prescribe dates for the respective/corresponding examination season.
13. Revised grade/class sheet will be issued with remark **'Under Improvement Attempt'**.

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BHARATI VIDYAPEETH
(DEEMED TO BE UNIVERSITY), PUNE (INDIA)
M.Com (CBCS) 2019 Course Semester I, II, III & IV Regular/SDE
NATURE OF QUESTION PAPER

Q.1	**Broad answer type question. (Essay Type)**	**(16)**
	OR	
A)		**(08)**
B)		**(08)**
Q.2	**Broad answer type question. (Essay Type)**	**(16)**
	OR	
A)		**(08)**
B)		**(08)**
Q.3	**Broad answer type question. (Essay Type)**	**(16)**
	OR	
A)		**(08)**
B)		**(08)**
Q.4	**Write short-notes on any Three of the following:(3/4)**	**(12)**
A)		
B)		
C)		
D)		

* * *

M.Com: CBCS(2019 Course)
Semester I
PGCOM 101: Business Finance I

Total Credit-04

Objectives: **To provide understanding of nature, structure and issues in business finance and financial services in India.**

1. **Introduction to business finance**
   - 1.1 Concept - nature – scope - objectives and importance
   - 1.2 Organisation of finance department

2. **Strategic financial planning**
   - 2.1 Meaning, objectives, steps in financial planning
   - 2.2 Limitations of financial planning
   - 3.3 Estimation of fixed and working capital
   - 3.4 Over and under capitalization
   - 3.5 Watered stock

3. **Sources of Business Finance**
   - 4.1 Short term & long term
   - 4.2 Corporate securities – public deposits
   - 4.3 Finance from Banks & other financial institutions
   - 4.4 Mutual funds – self financing.

4. **Marketing of securities**
   - 4.1 Meaning – importance – methods
   - 4.2 Public issue, right issue & private placement.
   - 4.3 SEBI – objectives – functions – role and achievements.

Recommended Books

1) Essentials of Business Finance — Dr.R.M.Shrivastav
2) Business Finance — Dr.P.V.Kulkarni
3) Corporation Finance — C.Kuchal
4) Investment and Securities Market in India — V.A.Avdhani
5) Corporate Financial Policy — Guthmann and Dougall
6) Readings in Indian Financial Services — Digvijay
7) Corporate Finance — Brealey, Richard A. & Steward C Myers
8) Stock Exchange and Investment — Raghunathan
9) Stock Exchange Trading in India — Gupta L.C.
10) Capital Issues, SEBI and Listing — Chandratre K.R.
11) Corporate Mergers, Amalgamations & Take over — Verma J.C.
12) Corporate Restructuring and Indian Perspective — Mattoo P.K.
13) Financial Services in India — M.A.Kohok

M. Com:CBCS(2019 Course)
Semester I
PGCOM 102: Management Concepts and Organisational Behaviour I
Total Credits-04

Objectives: The objective of this course is to help students to understand the conceptual framework of management and organizational behaviour.

1. Schools of management thought
   - 1.1 Scientific, process
   - 1.2 Human behaviour and social system school
   - 1.3 Decision theory school
   - 1.4 Quantitative and system school
   - 1.5 Contingency theory of management
   - 1.6 Functions of a manager
2. Managerial functions
   - 2.1 Planning - concept, significance, types
   - 2.2 Organizing - concept, principles, theories, types of organizations
   - 2.3 Authority, responsibility, power, delegation, decentralization
   - 2.4 Staffing, directing,
   - 2.5 Coordinating, control - nature, process, and techniques
3. Organizational behaviour
   - 3.1 Organizational behaviour- concept and significance
   - 3.2 Relationship between management and organizational behaviour,
   - 3.3 Emergence and ethical perspective; attitudes; perception; learning; personality
   - 3.4 Transactional analysis
4. Motivation
   - 4.1 Process of motivation
   - 4.2 Theories of motivation - need hierarchy theory, Theory X and Theory Y, two factor theory, Alderfer's ERG theory, McCleland's learned need theory, Victor room's expectancy theory, Stacy Adams equity theory.

Recommended Books

1) Griffin, Ricky W: Organizational Behaviour, Houghton Miffin Co., Boston. Hellreigel, Don, John W. Slocum, Jr., and Richard W. Woodman: Organizational Behaviour, South Western College Publishing, Ohio.
2) Hersey, Paul, Kenneth H. Blanchard and Dewey E. Johnson: Management of Organizational Behaviour: Utilizing Human Resources, Prentice Hall, New Delhi.
3) Inancevich; John and Micheeol T. Matheson: Organizational Behaviour and Management, Business Publication Inc., Texas.
4) Koontz, Harold, Cyril O'Dopnnell, and Heinz Weihrich: Essentials of Management, Tata McGraw-Hill, New Delhi.
5) Luthans, Fred: Organizational Behaviour, McGraw-Hill, New York.
6) Newstrom, John W. and Keith Davis: Organizational Behaviour: Human Behaviour at Work, Tata McGraw-Hill, New Delhi.
7) Robbins, Stephen P, and Mary Coulter: Management, Prentice Hall, New Delhi.
8) Robbins, Stephen P: Organizational Behaviour, Prentice Hall, New Delhi.

9) Steers, Richard M and J. Stewart Black: Organizational Behaviour, Harper Collins College Publishers, New York.

10) Sukla, Madhukar : Understanding Organizations: Organization Theory and Practice in India, Prentice Hall, New Delhi.

M. Com :CBCS(2019 COURSE)
Group A- Advanced Accounting
Semester I
PGCOM 103: Advanced Accounting I

Total Credits-04

Objective: The course aims at acquainting the students with a coherent set of logical principles and a general frame of reference for the evaluation and development of accounting practices.

1. Amalgamation, absorption and external reconstruction
- 1.1 Accounting for amalgamation
- 1.2.1 Absorption and reconstruction (external) of companies

2. Accounting theory
- 2.1 Concept of accounting theory
- 2.2 Role of accounting theory
- 2.3 Classification of accounting theory
- 2.4 Approaches to accounting theory
- 2.5 Accounting standard
- 2.6 Generally accepted accounting principles
- 2.7 Selection of accounting principles
- 2.8 Professional development of accounting in India

3. Cash flow accounting
- 3.1 Cash flow statement

4. Inflation accounting
- 4.1 Current cost accounting

Recommended Books

1. S.K. Chakraborty and others: Accounting and Finance, Oxford University Press.
2. Company Accounts - S. Kr. Paul
3. S.N.Maheshwari-An Introduction to Accountancy
4. G. Sinha: Accounting Theory: Book World, Calcutta.
5. S. Porwal: Accounting Theory, Tata McGraw Hill.
6. Jain and Narang: Company Accounts, Kalyani Publishing Co.
7. B.P. Agarwal: Advanced Financial Accounting, Pitambar Publishers.
8. Baxter, Villiam T. : Accounting Values and Inflation.
9. Robert Seapens: Accounting in an Inflationary Environment, Macmillan, London
10. Anthony and Reece : Accounting Principles, All India Traveller Book Seller, Delhi.
11. M.C. Mallo : Theory of Evolution of Accounting Ideas, S. Chand and Co.

Journal

The Chartered Accountant, Institute of Chartered Accountants of India

M. Com :CBCS(2019 COURSE)
Group A- Advanced Accounting
Semester I
PGCOM 104: Advanced Accounting II
(Business Taxation)

Total Credits-04

Objective: The course is designed to provide understanding of direct tax laws as well as sales tax including the rules, notification and case law pertaining thereto and their application to different business situations.

1 Introduction

1.1 Basis of charge of income tax
1.2 Rates of income tax- definition
1.3 Agricultural income - assesses -assessment year - casual income - charitable purpose -person - previous year -principal officer
1.4 Distinction between capital and revenue income and expenditure
1.5 Tax liability – income tax liability
1.6 Residence of assesses- resident in India - non-resident in India -not ordinarily resident
1.7 Various types of incomes- deemed Income

2. Income computation

2.1 Various heads of income- income from salaries
2.2 Income from house property
2.3 Income from other sources
2.4 Deduction to be made in computing the income from the above heads

3. Computation of total income from business and profession

3.1 Capital gains- definition of total income
3.2 Computation of total income of individual, HUF, partnership firms, association of persons - body of individual – limited company excluding electricity company, insurance company, shipping company and non-residents.
3.3 Aggregation of income- deductions to be made in computing total income, income which does not form part of total income.
3.4 Income forming part of total income but not taxable
3.5 Income of charitable and religious trusts and institutions
3.6 Set off and carry forward of losses

Recommended Books

1. Bhagwati Prasad- Income Tax Law & Practice, Navaman Aligarh.
2. V.K.Singhania- Direct Taxes Law and Practice Taxation, Publications Delhi.
3. N.A. Palkhiwala- Law and Practice of Income Tax, N.M.Tripathi, Bombay.
4. Central Sales Tax Act, M.S.S. Tax Act, Government Publications.
5. Shah – How to Invest Well, Tata McGraw Hill.
6. Dinkar Pagare-Tax Laws, S. Chand Sons.
7. S.S.Gupta- Taxman's Service Tax

Journal: Tax Saver - R.N. Lakhotiya, Delhi

M. Com :CBCS(2019 COURSE)
Group B – Marketing
Semester I
PGCOM 105: Marketing I
(Advertising and Sales Management)

Total Credit-04

Objective: The basic objective of this course is to acquaint students with the theory and practice of advertising, a well also management of a firm's sales operations.

1. Advertising
   - 1.1 Meaning and definition
   - 1.2 Advertising as a tool of marketing
   - 1.3 Advertising effects - economic and social
   - 1.4 Advertising and consumer behaviour
   - 1.5 Advertising science in India.
2. Advertising objectives and advertising budgets
3. Advertising media
   - 2.1 Print media
   - 2.2 Broadcasting media
   - 2.3 Non-media advertising
   - 2.4 Media planning and scheduling
   - 2.5 Advertising on internet
   - 2.6 Media selection decision
4. Message design and development
   - 4.1 Copy development
   - 4.2 Types of appeal
   - 4.3 Copy testing
5. Measuring advertising effectiveness
   - 5.1 Managing advertising agency
   - 5.2 Client relationship
   - 5.3 Promotional science in India
   - 5.4 Techniques for testing advertising effectiveness.

6. Selling
   - 6.1 Concept, objectives and functions of sales management
   - 6.2 Fundamentals of selling, selling process
   - 6.3 Salesmanship, product and customer knowledge

Recommended Books

1. Aaker, David, et. al.: Advertising Management, Prentice Hall, New Delhi.
2. Anderson, Hair, Bush: Professional Sales Management, McGraw Hill, Singapore
3. Batra, Rajeev, John G. Myers and David A. Aaker : Advertising Management, Prentice Hall, New Delhi.
4. Ford, Churchill, Walker: Management of Sales Force, McGraw Hill Singapore
5. Gupta, Vaswar Das: Sales Management in Indian Perspective, Prentice Hall, Delhi.

6. Johnson, Kurtz, Schewing, Sales Management, McGraw Hill, Singapore
7. Krik C.A.: Salesmanship, Taraporewala, Bombay
8. Norris, James S. : Advertising, Prentice Hall, New Delhi.
9. Patrick, Forsyth : Sales Management Handbook, Jaico Publications, Bombay
10. Sandage C.H. and Fry Burger, Advertising - Theory and Practice, Richard D Irwin, lllinois.
11. Sengupta, Subroto: Brand Positioning, Tata McGraw Hill Co., New Delhi.
12. Stanton, W.J. and Spiro, R: Management of Sales Force, McGraw Hill Singapore
13. Still, Richard R. Edward W. Cundiff, and Norman A.P. Govoni : Sales Management, Prentice Hall of India, Delhi.

M. Com :CBCS(2019 COURSE)
Group B- Marketing
Semester I
PGCOM 106: Marketing II (Marketing Research)

Total Credit-04

Objective: The purpose of this course is to enable students learn the process, tools and techniques of marketing research.

1. Introduction to marketing research
- 1.1 Importance, nature and scope of marketing research
- 1.2 Role of marketing research in marketing
- 1.3 Limitations of marketing research
- 1.4 Ethics in marketing research
- 1.5 Marketing research process and organization.

2. Implications of marketing research
- 2.1 Implication of marketing on marketing mix (4P's and extended 4 P's)
- 2.2 Marketing information system and marketing research
- 2.3 Prominent Market research agencies in India
- 2.4 Jobs in marketing research, skill sets required
- 2.5 Job and growth prospects

3. Marketing research process
- 3.1 Research process, problem formulation
- 3.2 Hypothesis statement – characteristics of a good hypothesis
- 3.3 Preparing the research proposal
- 3.4 Research designs – exploratory designs
- 3.5 Focus groups and experience surveys
- 3.6 Qualitative research techniques – depth interview and projective techniques
- 3.7 Causal research – experimental designs, internal and external validity of experiments

Recommended Books

1. Beri, G.C.: Marketing Research, Tata McGraw Hill, New Delhi.
2. Boyd, H.W., Ralph Westfall and S.F.Starsh: Marketing Research : Text and Cases, Richard D. Irwin, Boston.
3. Chisnall, Peter M. : The Essence of Marketing Research, Prentice Hall, New Delhi.
4. Churchill, Gilbert A.: Basic Marketing Research, Dryden Press, Boston.
5. Davis, J.J.: Advertising Research, Prentice Hall, New Delhi
6. Green, Paul E., Donald S. Tull and Gerald Albaum: Research for Marketing Decision, Prentice Hall, New Delhi.
7. Hooda, R.P.: Statistics for Business and Economics, Macmillan India, New Delhi
8. Luck, D.J.: Marketing Research, Prentice Hall, New Delhi
9. Tull, Donald and Hakin, Del I: Marketing Research: Measurement and Method, Prentice Hall, New Delhi.

Zaltman and Burger : Marketing Research, Dryden Pres

Group C- Business Administration
Semester I
PGCOM 107: Business Administration I
(Production and Operation Management)

Total Credit-04

Objective: To impart knowledge regarding production and management techniques, process, tools and acquaint the students with the knowledge of marketing functions, techniques and strategies.

1. **Introduction to production and operations management**
   - 1.1 Meaning and functions
   - 1.2 Types of production systems- mass production/flow line, continuous, intermittent, batch production, job, lots etc
   - 1.3 Service systems - recent trends in production and service system
   - 1.4 Plant layout – objectives, basic principles, types, safety considerations and environmental aspects**.**
2. **Product design and development**
   - 2.1 Product design – meaning, responsibility, factors determining the design, characteristics of good design
   - 2.2 Production department- stages of product design, factors responsible for product development, tools of product development, product planning, standardization, simplification and diversification, techniques of product development
3. **Production planning and control**
   - 3.1 Production planning and control – meaning, objectives, procedures, production planning, routing, scheduling, ERP integrated system, dispatch, follow up
   - 3.2 Production control -meaning, objectives, factors affecting production control, problems and cases
4. **Materials management**
   - 4.1 Materials requirement planning –meaning, scope
   - 4.2 Purchasing - purchase procedure,
   - 4.3 Store keeping –functions, objectives
   - 4.4 Inventory control in materials management -importance, objectives, methods andtechniques
5. **Quality management and productivity**
   - 5.1 Meaning, measurement, techniques, factors affecting productivity, measures to boost productivity- ISO 9000 to ISO 14000, role of NPC, effects of liberalization and globalization on operations management, problems of rationalization, automation and computerization
   - 5.2 Preventive maintenance, inspection and quality control, Kizen five S, GMP (good manufacturing practices) quality circles, TQM

Recommended Books

1. Production and operation Management – B. S. Goel, Pragati Prakashan
2. Production and Operations Management –S. N. Chary, Tata McGraw Hill

3. Modern Production and Operation Management -Elword Buffa
4. Production Planning and Inventory Control –Magee Budman, Tata McGraw Hill
5. ISO 9000 – A Manual for TQM – Suresh D. Saurabh, S. Chand and Company
6. Essentials of Business Administration- K. A. Shantappa

M. Com :CBCS(2019 COURSE)
Group C- Business Administration
Semester I
PGCOM 108: Business Administration II (Financial Management)

Total Credit-04

Objective: 1) To develop the ability to analyze and interpret various tools of financial analysis and planning.
2) To gain knowledge of management and financing of working capital.
3) To understand concepts relating to financing and investment decision.

1. **Introduction**
   - 1.1 Meaning and definition of financial management
   - 1.2 Role of finance manager, goals of financial management, financial systems (in India), financial assets, financial markets, financial intermediaries,
   - 1.3 Regulatory infrastructure (RBI,SEBI), trends in Indian financial system
2. **Investment decisions**
   - 2.1 Capital expenditure decisions, capital budgeting-purpose, process, types of capital investment decisions, capital budgeting techniques, capital rationing
   - 2.2 Investment decision methods – average rate of return (ARR), pay back, internal rate of return(IRR), present value approach
3. **Financial statements and financial analysis**
   - 3.1 Financial statements – concept, their anatomy, balance sheet and its utility, income statement and its utility, limitation of financial statement, financial analysis –types of analysis, utility
   - 3.2 Techniques of financial analysis- fund flow analysis, ratio analysis, various ratios
4. **Management of working capital-I (overview)**
   - 4.1 Nature of working capital
   - 4.2 Understanding working capital management, its significance
   - 4.3 Circular flow concept, factors affecting working capital requirements, financing of working capital
5. **Management of working capital-II (cash, inventory and receivables management)**
   - 5.1 Problems of managing cash, strategies of cash management
   - 5.2 Allocation of funds between cash, near cash assets, finance manager and inventory management , determining optimum level of inventory
   - 5.3 Problems receivables management, its goals, formulating suitable credit policy, designing collection policy

Recommended Books

1. Dr. Prassanna Chandra – Financial Management Theory & Practice, McGrew Hill 6th ed.
2. Financial Management and Policy – Dr. R. M. Shrivastava, Himalaya Publishing House
3. Indian Financial System – Bharati Pathak, Dorling Kindersley (India) Pvt. Ltd.
4. Business Finance – S. C. Kuchal
5. Financial Management – I. M. Pandey
6. Financial Management – Dr. P. V. Kulkarni
8. Fundamentals of Financial Management-Horne, Wachowicz Jr. Bhaduri, Pearson Education

Semester II

M.Com: CBCS(2019 Course)
Semester II
PGCOM 201: Business Finance II

Total Credit-04

Objectives: To provide understanding of nature, structure & issues in business finance and financial services in India.

1. Stock exchange
- 1.1 Definition, importance, functions
- 1.2 Stock exchanges in India
- 1.3 Working of BSE and NSE
- 1.4 Trading mechanism, depository

2. Foreign capital
- 2.1 Role and importance
- 2.2 Various sources of foreign capital
- 2.3 Foreign direct investments, NRI fund, GDR and ADR issues
- 2.4 Foreign collaborations

3. New dimensions in business finance
- 3.1 Lease financing – meaning, importance, types of leasing
- 3.2 Lease v/s buy decision, problems and prospects of leasing in India
- 3.3 Venture capital- concept, process and methods of financing
- 3.4 Development of Venture capital in India
- 3.5 Credit Rating : meaning – need – credit rating agencies in India – methodology of credit rating

4. Corporate restructuring and finance
- 4.1.1 Forms of expansion & diversification
- 4.1.2 Acquisition, takeover & mergers, amalgamation – importance – Reason for Mergers & Amalgamation
- 4.3 Benefits of Merger & amalgamation.

Recommended Books

1) P.V.Kulkarni : Business Finance , Himalaya Publishing House.
2) K.R.Javeri : Capital Issue -Law and Methodology, M.N.Tripathi Pvt. Ltd.
3) I.M.Bholey : Financial Methods and Institutions , McGraw Hills ,Delhi.
4) K. Bhalla : Invest Management, S.Chand , New Delhi.
5) M.Pandey : Financial Management, Vikas Publishing House.
6) S.C. Kucchal : Corporation Finance ,Chaitanya Publishing House , Allahabad.
7) F.W.Paish : Business Finance.
8)Dr.M.A.Kohok : Financial Services in India, Digvijay Prakashan , Pimpalgaon-Baswant ,Dist :Nasik.
9) Dr.M.A.Kohok : Readings in Indian Financial Services, Digvijay Prakashan , 1070 , Shivajinagar,Pimpalgaon-Baswant ,Dist :Nasik.
10)Richard Brealex , Satewart Myres and : Fundamentals of Corporation Finance (Latest Edition, McGraw Hill Inc.) Alen Marcus

Journals :

i)Journal of Institute of Chartered Financial Analysts of India , Hyderabad
ii)Finance India: Indian Institute of Finance, Delhi.

M. Com:CBCS(2019 Course)

Semester II

PGCOM 202: Management Concepts and Organisational Behaviour II

Total Credits-04

Objectives: The objective of this course is to help students understand the conceptual framework of management and organizational behaviour.

1. Group dynamics and team development
   - 1.1 Group dynamics - definition and importance
   - 1.2 Types of groups, group formation,
   - 1.3 Group development, group composition, group performance factors
   - 1.4 Principle-centered approach to team development
2. Leadership
   - 2.1 Concept; leadership styles
   - 2.2 Theories - trait theory, behavioural theory, Fielder's contingency theory, Harsey and Blanchard's situational theory;
   - 2.3 Managerial grid; Likert's four systems of leadership
3. Organizational conflict
   - 3.1 Dynamics and management
   - 3.2 Sources, patterns, levels, and types of conflict
   - 3.3 Traditional and modern approaches to conflict
   - 3.4 Functional and dysfunctional organizational conflicts
   - 3.5 Resolution of conflict.
4. Interpersonal and organizational communication
   - 4.1 Concept of two-way communication
   - 4.2 Communication process
   - 4.3 Barriers to effective communication
   - 4.4 Types of organizational communication
   - 4.5 Improving communication
   - 4.6 Transaction analysis in communication
5. Organizational Development
   - 5.1 Concept; need for change, resistance to change
   - 5.2 Theories of planned change
   - 5.3 Organizational diagnosis
   - 5.4 OD intervention

Recommended Books

1) Griffin, Ricky W: Organizational Behaviour, Houghton Miffin Co., Boston. Hellreigel, Don, John W. Slocum, Jr., and Richard W. Woodman: Organizational Behaviour, South Western College Publishing, Ohio.
2) Hersey, Paul, Kenneth H. Blanchard and Dewey E. Johnson: Management of Organizational Behaviour: Utilizing Human Resources, Prentice Hall, New Delhi.
3) Inancevich; John and Micheeol T. Matheson: Organizational Behaviour and Management, Business Publication Inc., Texas.

4) Koontz, Harold, Cyril O'Dopnnell, and Heinz Weihrich: Essentials of Management, Tata McGraw-Hill, New Delhi. Luthans, Fred: Organizational Behaviour, McGraw Hill, New York.
5) Newstrom, John W. and Keith Davis: Organizational Behaviour: Human Behaviour at Work, Tata McGraw-Hill, New Delhi.
6) Robbins, Stephen P, and Mary Coulter: Management, Prentice Hall, New Delhi.
7) Robbins, Stephen P: Organizational Behaviour, Prentice Hall, New Delhi.
8) Steers, Richard M and J. Stewart Black: Organizational Behaviour, Harper Collins College Publishers, New York.
9) Sukla, Madhukar : Understanding Organizations: Organization Theory and Practice in India, Prentice Hall, New Delhi.

Group A- Advanced Accounting
Semester II
PGCOM 203: Advanced Accounting III

Total Credits-04

Objective: The course aims at acquainting the students with a coherent set of logical principles and a general frame of reference for the evaluation and development of accounting practices.

1. **Holding companies**
   - 1.1 Consolidated accounts of holding and group companies
   - 1.2 Inter company transactions (holding company with two subsidiaries only)
2. **Internal reconstruction**
   - 2.1 Internal reconstruction including preparation of schemes
   - 2.2 Alteration and reduction of share capital
3. **Liquidation**
   - 3.1 Preparation of statement of affairs
4. **Corporate financial reporting**
   - 4.1 Issues and problems with reference to published financial statements of companies
   - 4.2 Financial reporting in respect of mutual funds, non banking financial companies, merchant bankers, stock brokers

Recommended Books

1. S.K. Chakraborty and others: Accounting and Finance, Oxford University Press.
2. Company Accounts - S. Kr. Paul
3. S.N.Maheshwari-An Introduction to Accountancy
4. G. Sinha: Accounting Theory: Book World, Calcutta.
5. S. Porwal: Accounting Theory, Tata McGraw Hill.
6. Jain and Narang: Company Accounts, Kalyani Publishing Co.
7. B.P. Agarwal: Advanced Financial Accounting, Pitambar Publishers.
8. Baxter, Villiam T. : Accounting Values and Inflation.
9. Robert Seapens: Accounting in an Inflationary Environment, Macmillan, London
10. Anthony and Reece : Accounting Principles, All India Traveller Book Seller, Delhi.
11. M.C. Mallo : Theory of Evolution of Accounting Ideas, S. Chand and Co.

Journal

The Chartered Accountant, Institute of Chartered Accountants of India.

M. Com :CBCS(2019 COURSE)
Group A- Advanced Accounting
Semester II
PGCOM 204: Advanced Accounting IV
(Business Taxation)

Total Credit-04

Objective: The course is designed to provide understanding of direct tax laws as well as sales tax including the rules, notification and case law pertaining thereto and their application to different business situations.

1. **Assessment and appeals procedure**
   1.1 Penalties and prosecution, penalties imposable- reduction or waiver of penalty
   1.2 Interest payable by assessees-fine imposable-offences and prosecution.

2. **Wealth tax**
   2.1 Wealth tax- definition and meaning of various terms.
   2.2 Deemed wealth.
   2.3 Exempted wealth
   2.4 Valuation of various assets for wealth tax purpose
   2.5 Simple problems on wealth tax.

3. **Professional tax, sales tax and service tax**
   3.1 Professional tax
   3.2 Study of schedule and rates of professional tax
   3.3 Sales tax
   3.4 Central sales tax - problems and cases
   3.5 Maharashtra sales tax - problems and cases
   3.6 Service tax – statutory provisions, persons covered by service tax
   3.7 Responsibilities for paying service tax, payment of service tax

(Note: The students should be able to calculate various taxes in this paper claiming maximum relief and exemptions available under law. They are also expected to be familiar with filling of various forms and returns.)

Recommended Books

1. Bhagwati Prasad-Income Tax Law & Practice, Navaman Aligarh.
2. V.K.Singhania-Direct Taxes Law and Practice Taxation, Publications Delhi.
3. N.A. Palkhiwala and Palkhiwala's- Law and Practice of Income Tax, N.M.Tripathi, Bombay.
4. Central Sales Tax Act, M.S.S. Tax Act, Government Publications.
5. Shah – How to Invest Well, Tata McGraw Hill.
6. Dinkar Pagare-Tax Laws S. Chand Sons.
7. S.S.Gupta- Taxman's Service Tax

Journal: Tax Saver - R.N. Lakhotiya, Delhi

M. Com: CBCS (2019 COURSE)
Group B - Marketing
Semester II
PGCOM 205: Marketing III (Advertising and Sales Management)

Total Credit-04

Objective: The basic objective of this course is to acquaint students with the theory and practice of advertising, as well as management of a firm's sales operations.

1. Sales planning
   - 1.1 Importance and types of sales planning
   - 1.2 Sales planning process
   - 1.3 Sales forecasting
   - 1.4 Determining sales territories, sales quotas, and sales budget.
2. Sales organization
   - 2.1 Setting up a sales organization
   - 2.2 Planning process
   - 2.3 Principles of determining sales organization.
3. Sales force management
   - 3.1 Estimating manpower requirements for sales department
   - 3.2 Planning for manpower-recruitment and selection, training and development, placement and induction
   - 3.3 Motivating sales force; leading the sales force
   - 3.4 Compensation and promotion policies
   - 3.5 Sales meetings and contests.
4. Control process
   - 4.1 Analysis of sales volume
   - 4.2 Costs and profitability
   - 4.3 Managing expenses of sales personnel
   - 4.4 Evaluating sales force performance.

Recommended Books

1. Aaker, David, et. al.: Advertising Management, Prentice Hall, New Delhi.
2. Anderson, Hair, Bush: Professional Sales Management, McGraw Hill, Singapore
3. Batra, Rajeev, John G. Myers and David A. Aaker : Advertising Management, Prentice Hall, New Delhi.
4. Ford, Churchill, Walker: Management of Sales Force, McGraw Hill Singapore
5. Gupta, Vaswar Das: Sales Management in Indian Perspective, Prentice Hall, Delhi.
6. Johnson, Kurtz, Schewing, Sales Management, McGraw Hill, Singapore
7. Krik C.A.: Salesmanship, Taraporewala, Bombay
8. Norris, James S. : Advertising, Prentice Hall, New Delhi.
9. Patrick, Forsyth : Sales Management Handbook, Jaico Publications, Bombay
10. Sandage C.H. and Fry Burger, Advertising - Theory and Practice, Richard D Irwin, lllinois.
11. Sengupta, Subroto: Brand Positioning, Tata McGraw Hill Co., New Delhi.
12. Stanton, W.J. and Spiro, R: Management of Sales Force, McGraw Hill Singapore
13. Still, Richard R. Edward W. Cundiff, and Norman A.P. Govoni : Sales Management, Prentice Hall of India, Delhi.

M. Com :CBCS(2019 COURSE)
Group B- Marketing
Semester II
PGCOM 206: Marketing IV (Marketing Research)

Total Credit-04

Objective: The purpose of this course is to enable students learn the process, tools and techniques of marketing research.

1. Sampling plan
- 1.1 Sample frame and sampling unit
- 1.2 Sampling techniques
- 1.3 Sample size determination

2. Data collection and analysis 2.1 Organisation of the field work and survey errors
- 2.2 Sampling and non sampling errors
- 2.3 Univariate, bio-variate and multi-variate data analysis
- 2.4 Report preparation and presentation

3. Applications of marketing research
- 3.1 Applications of marketing research
- 3.2 Cluster analysis for identifying market segments
- 3.3 Conjoint analysis for product research
- 3.4 Multi-dimensional scaling
- 3.5 Discriminate analysis and perceptual mapping for brand positioning research
- 3.6 Advertising research – copy testing, media selection, media scheduling
- 3.7 Market and sales analysis
- 3.8 Sales forecasting –objective and subjective methods, test marketing
- ` 3.9 Industrial versus consumer marketing research

4. IT enabled marketing
- 4.1 Web based marketing research
- 4.2 Using the internet for collecting secondary data, primary data
- 4.3 Advantages and limitations in data collection
- 4.4 Reach, analysis, accuracy, time

Recommended Books

10. Beri, G.C.: Marketing Research, Tata McGraw Hill, New Delhi.
11. Boyd, H.W., Ralph Westfall and S.F.Starsh: Marketing Research : Text and Cases, Richard D. Irwin, Boston.
12. Chisnall, Peter M. : The Essence of Marketing Research, Prentice Hall, New Delhi.
13. Churchill, Gilbert A.: Basic Marketing Research, Dryden Press, Boston.
14. Davis, J.J.: Advertising Research, Prentice Hall, New Delhi
15. Green, Paul E., Donald S. Tull and Gerald Albaum: Research for Marketing Decision, Prentice Hall, New Delhi.
16. Hooda, R.P.: Statistics for Business and Economics, Macmillan India, New Delhi
17. Luck, D.J.: Marketing Research, Prentice Hall, New Delhi
18. Tull, Donald and Hakin, Del I: Marketing Research: Measurement and Method, Prentice Hall, New Delhi.

Zaltman and Burger : Marketing Research, Dryden Press, Ilinois.

M. Com :CBCS(2019 COURSE)
Group C- Business Administration
Semester II
PGCOM 207: Business Administration III (Marketing Management)

Total Credit-04

Objectives: 1. To enable the students to acquaint himself with various aspects of marketing management. 2. To impart knowledge regarding consumer behaviour, customer relationship and understanding of brand management.

1. **Introduction**
   - 1.1 Marketing- definition and concepts of marketing and marketing management
   - 1.2 Evolution of marketing (marketing orientation)
   - 1.3 Types of marketing-tele marketing, e-marketing, services marketing, rural marketing
   - 1.4 Features, importance and problems of rural marketing, suggestions for improvement of rural markets
   - 1.5 Marketing planning, research and information system
2. **Consumer behaviour**
   - 2.1 Meaning and concept, buying motives and consumer behaviour
   - 2.2 Environment influence on consumer behaviour-economic, political, technological, global etc.
   - 2.3 Consumer behaviour models and consumerism, consumer education and protection, ethics in marketing
3. **Customer relationship management (CRM)**
   - 4.1 Concept, significance and problems, customer integration management (CIM)
   - 4.2 Attracting, retaining and growing customers, forming strong customer bonds
   - 4.3 Customer database and CRM
4. **Marketing strategy**
   - 4.1 Product, price, place, promotion and process strategies
   - 4.2 New product development strategy, failure of a new product, causes and remedies
   - 4.3 Strategies over product life cycle, international marketing as a strategy
5. **Marketing communication and brand management**
   - 5.1 Meaning, concept and importance
   - 5.2 Media management- media selection, media effectiveness, developing an effective media plan
   - 5.3 Role of a media manager, advertising campaign approaches, new trends in marketing communication
6. **Brand Management**
   - 6.1 Brand and branding, brand equity, measurement of brand equity
   - 6.2 Brand awareness and brand association, brand loyalty –level of brand loyalty, strategies to build and maintain brand loyalty

Recommended Books

1. Introduction to Marketing: Theory and Practice- Adrian Palmar, Oxford
2. Marketing Management- Philip Kotler, Kevin Lane Keller, Pearson Education
3. Marketing Management- Rajan Saxena – Tata McGraw Hill
4. Marketing Management - S. A. Shertekar
5. Modern Marketing Management – R. S. Davar, UBS Distribution Ltd.
6. Marketing – Biplab S. Rose, Himalaya Publishing House
7. Marketing Management – P. K. Agrawal, Pragati Prakashan,
8. Marketing Management: Analysis, Planning, Control- Philip Kotlar, Prentice Hall, Delhi
9.International Trade and Export Management- Francis Cherunilam
11. Principles and Practice of Marketing in India- Dr, C. B. Mamoria, Joshi, Mulla
12. Marketing Management – J. C. Gandhi
13. Rural Marketing – Krishna Havaldar
14. Brand Management: The Indian Context- Y. L. R. Moorthi, Vikas Publishing House

M. Com :CBCS(2019 COURSE)
Group C- Business Administration
Semester II
PGCOM 208: Business Administration IV (Financial Policies and Practices)
Total Credit-04

Objectives: 1) To gain knowledge of management and financing of working capital.
2) To understand concepts relating to financing and investment decision.

1. **Profit planning**
   - 1.1 Concepts and basis of profit planning, approaches to profit planning
   - 1.2 Break even analysis, proforma income statement, retention of earnings, depreciation considerations
2. **Dividend policies**
   - 2.1 Optimal dividend policy, variables influencing dividend policy, types of dividend policy, forms of dividend payment
   - 2.2 Implications of over capitalization and under capitalization
3. **Financial management of business expansion**
   - 3.1 Business combination, acquisitions, mergers, conceptual aspects, forms, formulation of acquisition strategy
   - 3.2 Assessment of financial implications of potential acquisition
   - 3.3 Projected profit and loss account statement, balance sheet, cash flow statements etc
4. **New financial instruments**
   - 4.1 Floating rate bonds, zero interest bonds, deep discount bonds, commercial papers, participatory notes, financial derivatives
   - 4.2 Derivative market -meaning, benefits, needs, types, features
   - 4.3 Derivative market in India- forwards, futures and options
   - 4.4 Securitization of assets - concept, mechanism, utility, growth in foreign countries and in India
5. **Lease financing and venture capital**
   - 5.1 Lease financing - nature, types, potentiality of leasing as a source of business finance
   - 5.2 Venture capital - concept, dimensions, its functions, venture capital in developing countries and in India, operational highlights, regulatory framework in India, prerequisites for success
6. **International financial management**
   - 6.1 World monetary system - important features, foreign exchange market and rates international parity relationships
   - 6.2 Financing of foreign operations, modes and methods
   - 6.3 Exchange markets: markets and dealings

Recommended Books

1. Introduction to Marketing: Theory and Practice- Adrian Palmar, Oxford
2. Marketing Management- Philip Kotler, Kevin Lane Keller, Pearson Education
3. Marketing Management- Rajan Saxena – Tata McGraw Hill
4. Marketing Management - S. A. Shertekar
5. Modern Marketing Management – R. S. Davar, UBS Distribution Ltd.
6. Marketing – Biplab S. Rose, Himalaya Publishing House
7. Marketing Management – P. K. Agrawal, Pragati Prakashan,
8. Marketing Management: Analysis, Planning, Control- Philip Kotlar, Prentice Hall, Delhi
9. International Trade and Export Management- Francis Cherunilam
11. Principles and Practice of Marketing in India- Dr, C. B. Mamoria, Joshi, Mulla
12. Marketing Management – J. C. Gandhi
13. Rural Marketing – Krishn

M.Com: CBCS (2019 Course)
Semester II
PGGEN 22: Consumer Protection

Objectives:
1) To acquaint the students with consumer and consumer movement.
2) To make the students aware about consumer rights and duties.
3) To make the students aware about laws relating to consumers.

Total Credit: 2

Unit- I: Consumer and Consumer Movement

1.1 Consumer
Meaning, Concept, Definition, Features
1.2 Three Dimensional Concept of Consumer.
a) Consumer as a King
b) Consumer as a King-pin of Democracy
c) Consumer as a Capital
1.3 Rights and Responsibilities of Consumers
1.4 Consumer Movement
Meaning, Importance, Objectives and Role
1.5 Consumer Education
Meaning, Objectives, Methods and Techniques of Consumer Education
1.6 Problems of Consumer-Individual and Collective Problems

Unit-II : Consumer Protection Act,1986

2.1 Background, Need, Scope and Features
2.2 Consumer Protection Councils-Composition
Role of-
a. District Consumer Protection Council
b. State Consumer Protection Council
c. National Consumer Protection Council
2.3 Methods of Filing Complaints.
2.4 Machinery for Redressal – Composition
Working of -
a)District Consumer Redressal Forum
b)State Consumer Redressal Forum
c)National Consumer Redressal Forum

Recommended Books;
Consumer Grievance Redressal under CPA- Deepa Sharma
Consumer Protection Act in India- Niraj Kumar
Consumer Protection Act in India – V.K. Agarwal

Semester III

M.Com:CBCS(2019 Course)

Semester III

PGCOM 301: Management Accounting I

Total Credit-04

Objective: The objective of this course is to acquaint students with the accounting concepts, tools and techniques for managerial decisions.

1. Introduction
   - 1.1 Management accounting- meaning, nature, importance, objectives, scope and functions of management accounting
   - 1.2 Role of management accounting in decision making
   - 1.3 Distinction between management accounting and financial and cost accounting
   - 1.4 Management accountant- his qualifications, functions, duties and responsibilities
   - 1.5 Advantages and limitations of management accounting
2. Ratio Analysis
   - 2.1 Meaning, advantages, limitations
   - 2.2 Types of ratios- balance sheet ratios, profit and loss account ratios, liquidity ratios solvency ratios , profitability ratios and overall performance ratios
3. Fund flow and cash flow statement
   - 3.1 Meaning of fund flow statement
   - 3.2 Uses of fund flow statement
   - 3.3 Fund flow statement and income statement
   - 3.4 Preparation of fund flow statement
   - 3.5 Meaning of cash flow statement
   - 3.6 Preparation of cash flow statement
   - 3.7 Difference between cash flow analysis and fund flow analysis
   - 3.8 Utility of cash flow analysis
   - 3.9 Limitations of cash flow analysis
4. Working capital management
   - 4.1 Concept and definition of working capital
   - 4.2 Determination of working capital
   - 4.3 Assessment of working capital needs
   - 4.4 Study of components of working capital, such as cash management, accounts receivable management and inventory management

RECOMMENDED BOOKS

1) Management Accountancy	J.Betty.
2) Management Accounting	Manmohan Goyal.
3) Principles of Management Accounting	S.N.Maheshwari
4) Management Accounting Principles & Practices	M.A.Saraf.
5) Management Accounting	Hingorani.
6) Management Accounting	I.M.Pandey.
7) Management Accounting	M.Y.Khan , K.P.Jain.
8) Management Accounting	M.G. Patkar.

M. Com:CBCS(2019 Course)

Semester III

PGCOM 302: Research Methodology I

Total Credit-04

Objectives: The purpose of this course is to enable students learn the process, tools and techniques of research methodology.

1. Introduction
   - 1.1 Meaning and definitions of research
   - 1.2 Objectives of research
   - 1.3 Motives of research
   - 1.4 Significance of research
   - 1.5 Types of research
   - 1.6 Role of computers in research
2. Formulation of research problem and design
   - 2.1 Factors in selecting research problem
   - 2.2 Formulation of research problem
   - 2.3 Criteria for good research problem
   - 2.4 Hypothesis- meaning, characteristics and kinds
   - 2.5 Formulation of hypothesis
   - 2.6 Research design- meaning, need, features
   - 2.7 Components of research design
3. Data collection
   - 3.1 Sources-primary and secondary
   - 3.2 Primary- observation, interview, questionnaire
   - 3.3 Secondary- internal and external
   - 3.4 Analysis and interpretation of data
4. Report writing
   - 4.1 Meaning and definitions
   - 4.2 Precaution in report writing
   - 4.3 Steps in report writing
   - 4.4 Structure and layout of research report
   - 4.5 Requisites of a good research report
   - 4.6 Use of report for further research

Recommended Books

1. Rao K.V.- Research Methodology in Commerce and Management (Starling)
2. C.R.Kothari- Research Methodology (Willey)
3. U.N.I.D.O. Centre, Management for Evaluation of Industrial Projects (N.N. Publication)
4. Wilkinson, Bhandarkar, Methodology and Techniques of Social Research (Himalaya Publication).
5. Research Methodology- C.M.Chaudhary
6. Falk B. - The Internet (BPB).
7. Turner P.C.- Users Guide
8. Research Methodology in Social Sciences, G.C.Pande
9. Research Methodology in Social Sciences, Sharma, Prasad Satyanarayan
   Scientific Social Surveys and Research - Puling Young

M. Com :CBCS(2019 COURSE)
Group A- Advanced Accounting
Semester III
PGCOM 303: Advanced Accounting V

Total Credit-04

Objective: The course is designed to give an exposure to various accounting practices and issues in business operations.

1 . Valuation of shares and goodwill

1.1 Valuation of shares-need for valuation
1.2 Methods of valuation of shares
1.3 Valuation of goodwill- needs for valuation
1.4 Methods of valuation of goodwill

2. Single entry system

Some special accounting issues and their treatment.

3. Fund based accounting

3.1 Introduction
3.2 Special features of accounting for educational institutions
3.3 Accounting for government grants

4. Development in accounting

4.1 Value added statement, economic value added statement
4.2 Human resources accounting
4.3 Accounting for intangible assets
4.4 Environmental accounting

Recommended Books

1. Shukla and Garewal-Advanced Accounts, S. Chand, Delhi.
2. Advanced Accounting - R.L.Gupta & M. Radhaswamy
3. Accountancy - S.Kr. Paul
4. Company Accounts - S.Kr. Paul
5. R.L. Gupta-Advanced Accounts, S. Chand, Delhi.
6. Jain and Narang-Company Accounts, Kalyani, Ludhiana
7. Chio, FDS and Muelle G.G. - An Introduction to Multinational Accounting Prentice Hall.
8. Towards International Standardization of Corporate Accounting and Reporting, United Nations (U.IX 1982)
9. S.P. Iyengar-Advanced Accounting, S. Chand and Sons.
10. Baker-Advanced Financial Accounting, Tata McGraw Hill.
11. Anyanentow- International Handbook of Accounting Education and Certification Pergamen, Allied Publishers, Oxford.
12. N.D. Gupta-Accounting Standards-Indian and International, S, Chand and Sons.

Journal

A Journal of Accounting and Finance - Research Development Association, Jaipur

M. Com :CBCS(2019 COURSE)
Group A- Advanced Accounting
Semester III
PGCOM 304: Advanced Accounting VI
(Auditing)

Total Credit-04

Objective: To impart knowledge and to develop understanding of methods of auditing and their application.

1. **Introduction**
   1.1.Meaning and importance
   1.2.Objects and classes of audit
   1.3. Audit programme and procedure
   1.4 Evaluation of internal control procedures and techniques including questionnaire, flow chart
   1.4.Internal audit and external audit, co-ordination between the two.
2. **Vouching and verification and audit sampling**
   2.1 Special audit
   2.2 Techniques
   2.3 Selective verification, statistical sampling
   2.4 Special audit procedure - physical verification of assets, direct circularization of debtors and creditors
   2.5 Analytical review procedures
   2.6 Improving the efficiency of auditing and system auditing, risk based auditing
3. **Audit of limited companies and public undertakings**
   3.1 Qualifications and appointments of company auditors
   3.2 Powers, duties and liabilities of auditor
   3.3 Verification of assets and liabilities
   3.4 Audit of public undertakings

Recommended Books

1. Stettler-Auditing Principles, Prentice Hall of India.
2. Kamal Gupta- Contemporary Auditing, Tata McGraw Hill.
3. M.D. Paula-The Principles of Auditing.
4. J. Prakash-Auditing, Principles and Practice, Kalyani, Ludhiyana.
5. Spicer and Peglar- Practical Auditing.
6. Rajnathan-Cost and Management Audit, Tata McGraw Hill.
7. Audit Manual - Indian Audit and Accounts Services, Government of India.

M. Com :CBCS(2019 COURSE)
Group B - Marketing
Semester III
PGCOM 305: Marketing V
(International Marketing)

Total Credit-04

Objective: The objective of this course is to expose students to the conceptual framework of international marketing management.

1. Introduction to international marketing
- 1.1 Nature and significance
- 1.2 Complexities in international marketing
- 1.3 Transition from domestic to transnational marketing
- 1.4 International market orientation - EPRG framework
- 1.5 International market entry strategies.

2. International marketing environment
- 2.1 Internal environment
- 2.2 External environment - geographical, demographic, economic, socio-cultural, political and legal environment;
- 2.3 Impact of environment on international marketing decisions.

3. Foreign market selection
- 3.3 Global market segmentation
- 3.1 Selection of foreign markets
- 3.3 International positioning

4. Product decisions
- 4.1 Product planning for global markets
- 4.2 Standardization vs. product adaptation
- 4.3 New product development
- 4.4 Management of international brands
- 4.5 Packaging and labeling
- 4.6 Provision of sales related services

5. Pricing decisions
- 5.1 Environmental influences on pricing decision
- 5.2 International pricing policies and strategies.

Recommended Books

1. Czinkota, M.R.: International Marketing, Dryden Press, Boston.
2. Fayerweather, John: International Marketing, Prentice Hall, New Delhi.
3. Jain, S.C.: International Marketing, CBS Publications, New Delhi.
4. Keegan, Warren J.: Global Marketing Management, Prentice Hall, New Delhi.
5. Onkvisit, Sak and John J. Shaw: International Marketing: Analysis and Strategy, Prentice Hall, New Delhi.
6. Paliwoda, S.J.(ED) : International Marketing, Reader, Routledge, London.
7. Paliwoda, Stanley J.: The Essence of International Marketing, Prentice Hall, New Delhi.
8. Sarathy, R and V Terpstra: International Marketing, Dryden Press, Boston.

M. Com:CBCS(2019 COURSE)
Group B- Marketing
Semester III
PGCOM 306: Marketing VI
(Services Marketing)

Total Credit-04

Objective: The purpose of this course is to enable students to learn the process and the techniques of services marketing.

1. Service marketing

1.1 Introduction
1.2 Nature
1.3 Characteristics of services marketing
1.4 Importance of services marketing
1.5 Reasons for growth in service marketing
1.6 Classification of Services
  i) Consumer
  ii) Industrial
1.7 Consumer v/s industrial services
1.8 Global and Indian scenario

2. Service marketing mix- Part A

2.1 Extended services marketing mix: going beyond the 4 Ps
2.2 Introduction to the 7 Ps marketing mix
2.3 Product –service product, standalone service products and service products bundled along with tangible products
2.4 Service life cycle
2.5 Service quality models– Gronroos model – PZB Gaps model
2.6 SERVQUAL and SERVPERF.
2.7 Price – factors involved in pricing a service product
2.8 Demand variation and capacity constraints measures to respond to changes in demand
2.9 Strategies to manage perishability
2.10 Reshaping demand using effective pricing
2.11 Pricing under various conditions
2.12 Place - distribution strategies for services, challenges in distribution of services
2.13 Role of internet.
2.14 Promotion –objectives and plans for services
2.15 Personal selling – advertising and sales promotion in service industry
2.16 Increasing use of below the line promotions

3. Service marketing mix- Part B

3.1 People – the key role of people in a service business
3.2 Services marketing triangle
3.3 Service profit chain - service encounter
3.4 Training and development of employees – motivation and empowerment

3.5 Physical evidence – services capes – nature of physical evidence - importance of physical evidence in understanding services – tangibilising through physical evidence

3.6 Process – strategies for managing inconsistency

3.7 Service blue printing – employees' role in services – customers' role in services– Customer service in service marketing

3.8 Monitoring and measuring customer satisfaction

3.9 Order taking and fulfillment - managing the waiting process

3.10 Defects, failures and recovery

3.11 Service guarantee - handling complaints effectively.

4. Relationship marketing

4.1 Paradigm shift in marketing – from marketing warfare to co-operative approach

4.2 Competitive advantage through relationship marketing

4.3 RM in industrial and consumer markets

4.4 IT enabled RM, emergence of CRM

4.5 Database marketing – data warehousing and data mining- pitfalls of IT focus in RM – ethical issues – customer privacy.

Recommended Books

1. Service Marketing - Valarie A Zeithmal, Mary Zobniter
2. Service Marketing - Helen Woodruff.
3. Service Marketing - Rolan Rust, Anthony Zahorik, Tomothy Keningham Addison Wesley
4. Service Marketing - SM Jha
5. Service Marketing - Ravi Shankar
6. The Essence Services Marketing - Adrean Payne
   Service Marketing - Rampal & Gupta

M. Com :CBCS(2019 COURSE)
Group C- Business Administration
Semester III
PGCOM 307: Business Administration V
(Human Resource Management)

Total Credit-04

Objectives: To acquaint the students with the concepts and techniques of human resource management.

1. Human resource management

1.1 Concept, approaches, functions, challenges of HRM in Indian context and in changing business scenario

1.2 Human resource environment -technology and structure, network organisations, virtual organisations, workforce diversity, demographic changes

1.3 Entry of female employees in the workforce, dual career employees, employee leasing, contract labour, global competition, global sourcing of labour, WTO and labour standards

2. Manpower planning

2.1 Objectives, estimating manpower requirement

2.2 Recruitment and selection - sources of recruitment and process of selection and assessment devices, retention of manpower, succession plannin0067

3. Training and development

3.1 Training process and methodology, need and objectives, training procedure

3.2 Methods of training and aids, evaluation of training programmes

4. Performance appraisal and merit rating

4.1 Definition, methods of performance appraisal, result based performance appraisal, errors, ethics in performance appraisal, 360 degree feedback

4.2 Merit rating - promotions, transfers, job description, job evaluation, job enlargement, job enrichment, job rotation

5. Retirement/separation/retrenchment strategies

5.1 Kinds of retirement, VRS and separation schemes, early retirement plans, resignation, discharge, dismissal, suspension, lay off

5.2 New concepts in HRM- New concepts of customer service level and agreement, SQDCS, HR audit, benchmarking, downsizing, H R outsourcing

Recommended Books

1) Human Resource Management - Garry Dessler
2) Human Resource Management - R S Dwiwedi
3) Human Resource Management - V P Michael
4) Human Resource Management - Mirza and Saiyadin
5) Managing Human Resource - Arun Monappa
6) Strategic Human Resource Management - Charles R. Green
7) Strategic Human Resource Management - Kandula
8) Strategic Human Resource Management - Jeffery B. Mello
9) Personnel & Human Resource Management - Robert Mat & Jhon Jackson
10) Dynamics of Personnel Administration - Dr. Rudrabasavraj
11) Personnel & Human Resource Management- A. M. Saxena
12) *Manushyabal Vyavasthapan Va Audyogik Sambandha*- Dr. Madhavi Mitra

M. Com :CBCS(2019 COURSE)
Group C- Business Administration
Semester III
PGCOM 308: Business Administration VI
(Organisational Behaviour)

Total Credit-04

Objectives: To introduce to the students the concepts, processes and theories of organizational behaviour.

1. Introduction to organisational behavior (OB)
- 1.1 Definition and goals of OB
- 1.2 Theoretical and conceptual frameworks for the study of OB
- 1.3 Role of information technology in organization and impact of globalisation on organisational behaviour
- 1.4 Models of OB -autocratic, custodial, supportive, collegial and SOBC

2. Organisational designs and culture
- 2.1 Horizontal network and virtual designs
- 2.2 Definition and characteristics of organisational culture
- 2.3 Creating and maintaining a culture

3. Perception, personality and attitudes
- 3.1 Process of impression management
- 3.2 Meaning of personality attributes
- 3.3 Dimensions of attitude, attitude change
- 3.4 Job satisfaction, outcomes of job satisfaction

4. Motivational processes and emotional intelligence
- 4.1 Types of motives - primary, general, secondary
- 4.2 Theories of work motivation - Maslow, Herzberg, Vroom
- 4.3 Meaning of emotional intelligence
- 4.4 Emotional intelligence in the workplace

5. Stress and conflict
- 5.1 Causes of stress- extra organisational, organisational, group and individual
- 5.2 Types of conflict- intra-individual, interactive
- 5.3 The effects of stress and conflict
- 5.4 Managing stress and conflict

6. Groups and teams
- 6.1 Types of groups
- 6.2 Groups cohesiveness
- 6.3 Dysfunctions of group
- 6.4 Types of teams and team building

Recommended Books

1) Organisational Behaviour - Frued Luthans
2) Human Behaviour at Work – J. W. Newstorm
3) Organisation Behaviour: Text and Cases- Games K. Aswathappa
4) Organisational Behaviour - Stephen Robbins
5) Organisational Behaviour –Dr. Mrs. Oak & Mrs. Kulkarni

M. Com: CBCS 2019 (COURSE)
SEMESTER-III
PGGEN 31 : FUNDAMENTALS OF INVESTMENT

TOTAL CREDITS : 02

OBJECTIVES :

To Familiarize the students with different investment alternatives , introduce them to the framework of their analysis & valuation & highlighted the role of investor protection.

Unit 1: The Investment Environment

The investment decision process, types of investment – commodities ,real estates & financial assets ,the Indian securities market participants & trading of securities ,security market ,indices , sources of financial information , concept of return & risk , impact of taxes & inflation on return .

Unit 2 : Fixed Income Securities

Bond features , types of bonds , estimating bond yields , bond valuation types of bonds risk , default risk & credit rating .

Unit 3 : Investor protection

Role of SEBI & stock exchanges in investor protection ,investor grievances & their redressal system , insider trading ,investors awareness & activism

RECOMMENDED BOOKS

1. **Investments analysis & management .**
2. **R.P . Rustogi , fundamentals of investment , sultan chand & sons , new delhi .**
3. **N.D. Vohra & B.R. Bagri , futures & options , McGraw hill education .**
4. **Mayo ,an introduction to investment , Cengage Learning** .

Semester IV

M.Com: CBCS (2019 Course)
Semester IV
PGCOM 401: Management Accounting II

Total Credit-04

Objective: The objective of this course is to acquaint students with the accounting concepts, tools and techniques for managerial decisions.

1. Budget and budgetary control
   - 1.1 Meaning, nature and scope of budget and budgetary control
   - 1.2 Objectives, advantages and limitations of budgets and budgetary control
   - 1.3 Types of classification of budgets- financial budget or cash budgets, master budget, flexible budget, capital budget.
2. Marginal costing
   - 2.1 Concept of marginal cost- meaning , definition and importance
   - 2.2 Advantages and limitations of marginal costing, aid to management
   - 2.3 Break-even analysis, profit volume ratio, margin of Safety, break even chart,
   - 2.4 Cost volume profit analysis, differential cost analysis, decisions regarding sales mix, make or buy decisions and discontinuation of a product line etc.
3. Long term investment decisions
   - 3.1 Capital budgeting- meaning, importance
   - 3.2 Evaluation technique and methods- pay back method, average rate of return method, discounted pay back period, discounted cash flow method, internal rate of return method, profitability index, calculation of discount factor
4. Standard costing
   - 4.1 Meaning of standard cost and standard costing
   - 4.2 Advantages and limitations of standard costing
   - 4.3 Types and setting of standards
   - 4.4 Variance analysis- material, labour and overhead variance
   - 4.5 Managerial uses of variance

Recommended Books

1) Management Accountancy J.Betty.
2) Management Accounting Manmohan Goyal.
3) Principles of Management Accounting S.N.Maheshwari
4) Management Accounting Principles & Practices M.A.Saraf.
5) Management Accounting Hingorani.
6) Management Accounting I.M.Pandey.
7) Management Accounting M.Y.Khan , K.P.Jain.
8) Management Accounting M.G. Patkar.

M. Com: CBCS (2019 Course)
Semester IV

PGCOM 402: Research Methodology II

(Project Report)

Total Credit-06

Objectives: The purpose of this course is to equip the students to establish linkage between theory and practice.

There will be a project work carrying 100 marks which is compulsory for M. Com. students. The students will have to select a topic from the syllabus of the papers studied at M. Com. Part I or Part II under special papers. Students are expected to prepare the project report based on the field work and survey and studying the current trends under the guidance of their guide teacher. They will have to submit the report on 15 days before the commencement of theory examinations of the University. Project viva voce will be conducted at the end of semester IV but before theory examination.

The project will carry total 100 marks out of which 60 marks will be allotted for project report and 20 marks will be allotted for project viva voce to be conducted by internal teacher and external teacher (examiner) appointed by the University while 20 marks will be allotted for synopsis submitted by the student.

Note: The list of suggested areas for project work will be notified in due course.

M. Com: CBCS (2019 COURSE)
Group A- Advanced Accounting
Semester IV

PGCOM 403: Advanced Accounting VII

Total Credit-04

Objective: The course is designed to give an exposure to various accounting practices and issues in business operations.

1. **Branch accounting**
   - 1.1 lndependent branches
   - 1.2 Accounting at head office and branch
   - 1.3 Some special transactions
   - 1.4 Foreign branches
   - 1.5 Rules of converting trial balance of foreign branch in head office currency
2. **Underwriter's accounting**
   - 2.1 Underwriting agreement
   - 2.2 Determination of the liability of underwriters
3. **Accounting for packages**
4. **International accounting**
   - 4.1 Application of international accounting standard
   - 4.2 Comparative study of basic concepts of international accounting standards
   - 4.3 US GAAP and standards in India.

Recommended Books

1. Shukla and Garewal-Advanced Accounts, S. Chand, Delhi.
2. Advanced Accounting - R.L.Gupta & M. Radhaswarny
3. Accountancy - S.Kr. Paul
4. Company Accounts - S.Kr. Paul
5. R.L. Gupta-Advanced Accounts, S. Chand, Delhi.
6. Jain and Narang-Company Accounts, Kalyani, Ludhiana
7. Chio, FDS and Muelle G.G. - An Introduction to Multinational Accounting, Prentice Hall.
8. Towards International Standardization of Corporate Accounting and Reporting, United Nations (U.IX 1982)
9. S.P. Iyengar-Advanced Accounting, S. Chand and Sons.
10. Baker-Advanced Financial Accounting, Tata McGraw Hill.
11. Anyanentow-International Handbook of Accounting Education and Certification, Pergamen, Allied Publishers, Oxford.
12. N.D. Gupta-Accounting Standards-Indian and International, S, Chand and Sons.

Journal

A Journal of Accounting and Finance - Research Development Association, Jaipur

M. Com: CBCS (2019 COURSE)
Group A- Advanced Accounting
Semester IV
PGCOM 404: Advanced Accounting VIII
(Auditing)

Total Credit-04

Objective: To impart knowledge and to develop understanding of methods of auditing and their application.

1. **Audit of specialized units**
   - 1.1 Special features of audit of banks
   - 1.2 Charitable trusts
   - 1.3 Co-operative societies
   - 1.4 Multinational companies
2. **Investigation**
   - 2.1 Meaning
   - 2.2 Difference between audit and investigation
   - 2.3 Various classes of investigation
   - 2.4 Provisions in Companies Act
   - 2.5 Investigation for business purchase
3. **Auditor's communication**
   - 3.1 Corporate reporting- objectives
   - 3.2 Types of audit reports- qualified reports, statutory reports
   - 3.3 Critical appraisal of auditor's reports
4. **Recent trends in auditing**
   - 4.1 Cost audit
   - 4.2 Tax audit
   - 4.3 Management audit
   - 4.4 Efficiency audit
   - 4.5 Proprietary audit
   - 4.6 VEM audit
   - 4.7 Government system of audit

Recommended Books

1. Stettler-Auditing Principles, Prentice Hall
2. Kamal Gupta- Contemporary Auditing, Tata McGraw Hill
3. M.D. Paula-The Principles of Auditing.
4. J. Prakash- Auditing, Principles and Practice, Kalyani, Ludhiana.
5. Spicer and Peglar- Practical Auditing.
6. Rajnathan- Cost and Management Audit, Tata McGraw Hill.
7. Audit Manual - Indian Audit and Accounts Services, Government of India.

Group B - Marketing

Semester IV

PGCOM 405: Marketing VII

(International Marketing)

Total Credit-04

Objective: The objective of this course is to expose students to the conceptual framework of international marketing management.

1. Promotion decisions
   - 1.1 Complexities and issues
   - 1.2 International advertising
   - 1.3 Personal selling
   - 1.4 Sales promotion and public relations
2. Distribution channels and logistics
   - 2.1 Functions and types of channels
   - 2.2 Channel selection decisions
   - 2.3 Selection of foreign distributors/agents and managing relations with them
   - 2.4 International logistics decisions.
3. International marketing planning, organizing and control
   - 3.1 Issues in international marketing planning
   - 3.2 International marketing information system
   - 3.3 Organizing and controlling
   - 3.4 International marketing operations
4. Emerging issues and developments in international marketing
   - 4.1 Ethical and social issues
   - 4.2 International marketing of services
   - 4.3 Information technology and international marketing
   - 4.4 Impact of globalization; WTO.

Recommended Books

1. Czinkota, M.R.: International Marketing, Dryden Press, Boston.
2. Fayerweather, John: International Marketing, Prentice Hall, New Delhi.
3. Jain, S.C.: International Marketing, CBS Publications, New Delhi.
4. Keegan, Warren J.: Global Marketing Management, Prentice Hall, New Delhi.
5. Onkvisit, Sak and John J. Shaw: International Marketing: Analysis and Strategy, Prentice Hall, New Delhi.
6. Paliwoda, S.J.(ED) : International Marketing, Reader, Routledge, London.
7. Paliwoda, Stanley J.: The Essence of International Marketing, Prentice Hall, New Delhi.
8. Sarathy, R and V Terpstra: International Marketing, Dryden Press, Boston.
9. Vasudeva P.K. International Marketing; Excel Books, New Delhi.

Semester IV

PGCOM 406: Marketing VIII (Services Marketing)

Total Credit-04

Objective: The purpose of this course is to enable students to learn the process and the techniques of services marketing.

1. Positioning of services
   - 1.1 Introduction, definition, meaning
   - 1.2 Characteristic feature leading to differentiation
   - 1.3 Positioning strategies
   - 1.4 Evaluation of positioning options
   - 1.5 Alternate corporate positioning strategies
   - 1.6 Network of perceptions.
2. Service quality
   - 2.1 Introduction, importance
   - 2.2 Service quality gap model
   - 2.3 Components of service quality
   - 2.4 Factors influencing service quality
3. Role and management of services
   - 3.1 Strategic role of services – every business in a service business
   - 3.2 Contribution of services to customer satisfaction
   - 3.3 Sustainable competitive advantage
   - 3.4 Services as key differentiators for even manufacturing industries
   - 3.5 Managing the services marketing effort
   - 3.6 Performance measurement, enhancement and control
   - 3.7 Customer encounter management
4. Information technology and services marketing applications
   - 4.1 Role of IT services, e-services
   - 4.2 Online consumer behaviour – self service technologies
   - 4.3 Services marketing applications –financial services, hospitality services, education services, IT services, hotel services, event management services, consultancy services, retailing services, telecommunication services, not for profit services and social services, government services, NGO services, etc

Recommended Books

1. Service Marketing - Valarie A Zeithmal, Mary Zobniter
2. Service Marketing - Helen Woodruff.
3. Service Marketing - Rolan Rust, Anthony Zahorik, Tomothy Keningham Addison Wesley
4. Service Marketing - SM Jha
5. Service Marketing - Ravi Shankar
6. The Essence Services Marketing - Adrean Payne

M. Com : CBCS (2019 COURSE)
Group C- Business Administration
Semester IV
PGCOM 407: Business Administration VII

(Recent Advances in Business Administration)

Total Credit-04

Objectives: To acquaint the students with current trends in business administration.

1. Contemporary issues in business administration

1.1 Change management - concept, significance
1.2 Managing change- important features, dimensions
1.3 Approaches towards managing change
1.4 Futuristic and strategic approach toward changing business environment.

2. Approaches to quality management

2.1 Kaizen
2.2 Total quality management
2.3 Six sigma technique- features and utility
2.4 Five S system of quality management

3. Enterprise resource planning

3.1 Concept and features of enterprise resource planning
5.2 Tools of enterprise resource planning
5.3 Applying enterprise resource planning in business
5.4 Computers and enterprise resource planning

4. Cross cultural management system

4.1 Global management system- concept and significance
4.2 Issues in cross cultural management
4.3 Acquisition and mergers- role and importance
4.4 Current trends in acquisitions and mergers national and international scenario

Recommended Books

1) Organisational Behaviour - Frued Luthans
2) Human Behaviour at Work – J. W. Newstorm
3) Human Resource Management - Mirza and Saiyadin
4) Managing Human Resource - Arun Monappa
5) Strategic Human Resource Management - Charles R. Green
6) *Manushyabal Vyavasthapan Va Audyogik Sambandha*- Dr. Madhavi Mitra
7) Essentials of Management- Knootz Weiandrich
8) Business Policy- Kazmi.
9) Principles of Management- Tripathi Reddey

M. Com : CBCS (2019 COURSE)
Group C- Business Administration
Semester IV
PGCOM 408: Business Administration VIII

(Advance Concepts in Business Administration)

Total Credit-04

Objectives: To acquaint the students with current trends in business administration.

1. Concept of organizational change

1.1 Effectiveness and development of skills of change agent.

2. Organizational climate and culture, power and policies

2.1 The process of empowerment creativity and innovation.

3. Corporate governance

3.1 Concept, importance
3.2 Role of board of directors, auditors and shareholders in corporate governance
3.3 Corporate governance in India
3.4 Measures to improve corporate governance.

4 Comparative management

4.1 Concept and importance
4.2 Comparison between American, Japanese and Indian Management.

5. Turnaround management

5.1 Concept and significance of turnaround management
5.2 Techniques of turnaround management
5.3 Turn around management prerequisite for success
5.4 Take over and turn around management
5.5 Restructuring and reorganization of business

Recommended Books

1) Organisational Behaviour - Frued Luthans
2) Human Behaviour at Work – J. W. Newstorm
3) Human Resource Management - Mirza and Saiyadin
4) Managing Human Resource - Arun Monappa
5) Strategic Human Resource Management - Charles R. Green
6) *Manushyabal Vyavasthapan Va Audyogik Sambandha*- Dr. Madhavi Mitra
7) Essentials of Management- Knootz Weiandrich
8) Business Policy- Kazmi.
9) Principles of Management- Tripathi Reddey

BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY, PUNE (INDIA)

(Established u/s 3 of the UGC Act, 1956 vide Notification No.F.9-15/95-U-3 of the Govt. of India)

*** Accredited 'A+' Grade (2017) By NAAC ***

*** 'Category -I' University Status by UGC ***

*** 'A' Grade University Status by MHRD Govt. of India ***

"Social Transformation Through Dynamic Education"

SCHOOL OF DISTANCE EDUCATION

Recognized by University Grants Commission- Distance Education Bureau (UGC-DEB), New Delhi

PROGRAMME PROJECT REPORT (PPR)

OF

MASTER OF SOCIAL WORK
(MSW)

BHARATI VIDYAPEETH DEEMED TO BE UNIVERSITY, PUNE
SCHOOL OF DISTANCE EDUCATION
Under: The Faculty of Arts, Social Sciences and Commerce
MASTER OF SOCIAL WORK (MSW)
(Choice Based Credit System)

1. INTRODUCTION
The Master of Social Work is a professional post graduate degree having potentiality to professionally seek employment and make carrier in various positions in governmental, non governmental and other organizations. The various areas for job placement are in rural development, urban development, tribal development, women and child development, welfare of specially challenged persons, correctional organizations, CSR projects, family courts etc. Master degree program equips trainees to work as agents of change grass roots level to policy level. The MSW course syllabus contains all academic learning related to this main focus. The students are thoroughly groomed in terms of mind-set, outlook and of course, knowledge. An assertive and transparent personality is what makes a complete and efficient social worker.

2. VISION STATEMENT OF MSW PROGRAMME
To create awareness amongst the students about the current social problems and to develop an attitude of commitment to various social issues as trained social workers.

To develop skills and techniques with specialised knowledge of Social Work for solving micro and macro Level social problems of the society.

To inculcate and enhance the professional skills of the trainee Social Workers through field work training of working with individual, group and community at large

3. MISSION STATEMENT OF MSW PROGRAMME
To impart additional training of specialised discipline of professional Social Work through strategic alliance of national and international Social Service organizations. To conduct action research and community development programmes in rural and urban setting. To open new avenues of employment in industries, Govt/NGOs, Corporate Bodies research and extension activities in view of the needs of professional Social Work.

4. OBJECTIVES OF THE MSW PROGRAMME
1. To undertake research, training and consultancy in the field of Social Sciences.
2. To impart need-based, innovative and professional training in social work leading to the professional degree of M.S.W. of Bharati Vidyapeeth Deemed University.
3. To form Social Action groups of young post-graduate students and to impart training of professional social work in the areas of family and child welfare, rural-urban community development, labour welfare, tribal development, health, education and environment.
4. To establish interaction between social scientists, activists,policy makers and planners through seminars / workshops and conferences on the topics of current social importance.

5. LEARNING OUTCOME
The degree of Master of Social Work is a professional Post-Graduate degree approved by Bharati Vidyapeeth (Deemed to be) University. The graduates have potentiality to professionally seek employment and make career in various positions in governmental, non governmental and UN agencies such as UNO, UNICEF, ILO, WHO, UNDPA, World Bank etc. The various areas for job placement are available in Rural development, Urban

development, Tribal development and Women welfare. The social work subjects are useful for specially challenged persons, Correctional organizations, Family Courts, Hospital settings and industries. The student will hold positions as a Social Welfare officer, Labour officer, HR officer, Project officer, Social worker counseller etc. The MSW degree equips trainees to work as agents of change from grassroots level to policy levels.

6. CAREER OPPORTUNITIES

The candidates having M.S.W. Degree will be qualified for the posts of Labour Welfare and Personnel Officers, Welfare Officers in Industry, Social Welfare Officers, Tribal Development Officers, Project Officers in Govt. & Voluntary Organisations, Welfare & Probation Officers in Correctional Institutions and Deptt. of Social Welfare.

The other areas include - Social Workers in Family, Women and Child Welfare Organisation, Research Officers, Medico Social Workers in Hospitals, Extension Officers, Social Welfare Officers in Panchyati Raj Institutions / Z.P. / Municipal Corporations.

7. ACADEMIC PLANNER

	For June Admission Session Students	**For January Admission Session Students**
Admission Date	1st July to 30th September	1st January to 28th February
Eligibility Document Submission	1st July to 30th September	1st January to 31st March
Internal Home Assignment Submission	**For Sem - I, III -** August to September **For Sem - II, IV -** March to April	**For Sem - I, III -** March to April **For Sem - II, IV -** August to September
Examination Form Submission	**For Sem - I, III -** August to September **For Sem - II, IV -** March to April	**For Sem - I, III -** March to April **For Sem - II, IV -** August to September
University Examinations	**For Sem - I, III -** December **For Sem - II, IV -** June	**For Sem - I, III –** June **For Sem - II, IV -** December

8. ADMISSION PROCEDURE

The Application Form is available at each Academic Study Centres. The candidate will have to apply for admission to any academic programme of his / her choice in the prescribed form attached with Information booklet. University has made available the facility of 'Online application for Admission' to the students to apply for admission to the various programs. The candidate will be admitted provisionally to the programme on verification of the eligibility for admission. He / She will be asked to complete the eligibility requirement by submitting the required Marksheets, Leaving/Transfer Certificate, Educational Gap Certificate (if required), Aadhaar Card etc. After verification of required documents candidate admission will be confirmed.

9. ELIGIBILITY FOR ADMISSION

Admission to MSW Programme is open to graduate (12+3) of any Indian or Foreign recognized University. Candidates who have appeared for the qualifying examination (Bachelor's degrees exam.) in the respective year and a waiting for the result are also eligible for admission to first year M.S.W. Programme.

10. DURATION

The duration of the Programme shall be of Two academic years, in case the student fails in MSW programme he or she has to complete this programme within a maximum period of Four years.

11. MEDIUM

The medium of instruction shall be English. However, the student can write their theory examination, field work reports, and project reports in Marathi.

12. FEE STRUCTURE

Sr. No.	Particular	I Year	II Year
1	Admission Fee	500/-	-
2	Tuition Fee	12600/-	12600/-
3	Examination Fee	3230/-	4080/-
Total		**16330/-**	**16680/-**

13. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

Sr. No.	Programmes	Total Programme Fees	Admission Fee	Tuition Fee	Study Material Development Cost	Contact Lectures Cost	Other Administrative / Educational Expenses
1	M.S.W.	25700/-	500/-	25200/-	2390/-	5040/-	17770/-

14. STUDENT SUPPORT SERVICES

a) Student Counseling:-

Full time Student Counseling Desk is available at BVDU School of Distance Education, Pune (Head Quarter). Student can contact to this office and get detail information related to Admission, Programme eligibility, Programme fees, Important Dates related to all Academic Activities, details of Academic Study Centre, Information of Examinations etc. As well as student can contact to this office through email for their queries.

b) Personal Contact Session (PCP):-

Personal Contact Sessions conducted by Academic Study Centre and organized on holidays, normally at time convenient to the student, during which a qualified expert faculty gives explanations and help to clear the doubts and difficulties of the students and also delivering instructions to the students about study material.

c) E-Learning Support:-

The electronic versions of learning resources in mobile-ready formats are available freely on `e-Learning Environmental Portal' of School of Distance Education (econnect.bvuict.in/econnect/) for students. Details programme Syllabus, Videos of Expert Lecturers on various Topics, Self Learning Material, Old Question Papers are also available on this portal. Student can easily access this instructional material.

d) Self Learning Material (SLM):-

SLM will be provided to student on Book form which contents will help them as a reference book. Learner can able to understand the subject matter even in the absence of a teacher.

15. METHODS AND MEDIA USED IN SELF INSTRUCTIONAL MATERIAL DELIVERY

Self Instructional Material is delivered in various media. The printed copies of learning resources in Self Instructional format for this programme is made available to the students through Academic Study Centres. The electronic version of the learning resources including the lectures, instructional material, lectures in mobile-ready formats are available freely on the `e-learning Environmental Portal` of School of Distance Education.

16. FACULTY AND SUPPORT STAFF

As per the requirement of programme faculties (internal and external) are available in adequate number. They are conducting all academic activities related to this programme.

17. EVALUATION OF LEARNER

As a part of evaluation of learner following activities are conducting at every Academic Study Centre.

- Continuation / Internal Assessment of each subject
- Conducting Tutorials
- Conducting Term End Examinations at the end of each session.
- Question Papers Sets with Multiple Choice Questions

18. PROGRAMME PATTERN:

The MSW programme shall have a Choice Based Credit System.

1 The total marks at University Examinations for each theory courses shall have 100 marks.

2 In addition to University Examination, there will be Internal Assessment for each Theory Course based on Paper presentations /Assignments/Term papers/ Class test/ Case-study presentations/Review of Articles or Books/Preparing bibliography/ Field based tasks.

3 Internal assessments marks out of 100 and corresponding Grade Points shall be given by the subject teacher and shall be submitted by the Head of the Institute to the University.

4 The Grade Points of University examination and Internal Assessment shall be combined with Weightages of 70% and 30% respectively.

19. FIELD WORK:

1 The field work of MSW part I and MSW part II will be of 45 days every year in the NGOs, Industries, Government Offices, undertakings and other agencies.

2 Field Work shall be of 100 marks each year.

3 Field work shall be conducted at social work agencies/organizations. Every student shall be supervised by an experienced/professional social worker from the agency and a faculty member from the Institute.

4 100% attendance at Field work is compulsory.

5 A student failing in field work in Ist year will be permitted to second year in next academic year.

6 In any case, there is no provision of revaluation or moderation of field work marks, at university level.

7 Orientation visits will be the part of MSW first year field work

20. RESEARCH PROJECT (2 CREDITS):

The research project shall be of 100 marks. A student who opt research project is required to select an appropriate topic for his/her research project during the second year and project report submit to the institute, 15 days before appearing the IV semester examination.

The research project shall be evaluated by the internal faculty. The candidate failing in research project will have to rewrite and submit the revised project report within a period of 3 months after the declaration of results.

21. HEADS OF PASSING:

The following shall be the independent heads of passing:

1. Written theory courses

2. Field work

22. EXAMINATION SCHEME

1 Structure of Question Papers at University Examination

Each theory Paper is of 100 marks and 3 hours duration. Question paper wil consist of total 6 questions:

1. Question No. 1. will be compulsory and will consist of 5 short notes of 5 marks each, out of which any 4 may be attempted: 5 marks x 4= 20 marks
2. Question No. 2. to question No. 6. will have internal options and carry 16 marks each: 16 marks x 5 = 80 marks.

23. STANDARD OF PASSING:

For the MSW courses, both UE and IA constitute head of passing. In order to pass in such courses and to earn the assigned credits, the learner must obtain a minimum grade point of 5.0 (40% marks).

A student who fails at UE in a course has to reappear only at UE as a backlog candidate and clear the head of passing. Similarly, a student who fails to submit the Internal Assignments (IA) of any course has to re-submit the Internal Assignments of respective course.

The 10-point scale Grades and Grade Points according to the following table.

Range of Marks (Out of 100)	Grade	Grade Point
80 ≤ Marks ≤ 100	**O**	**10**
70 ≤ Marks < 80	A+	**9**

60 ≤ Marks < 70	A	**8**
55 ≤ Marks < 60	B+	7
50 ≤ Marks < 55	B	**6**
40 ≤ Marks <50	C	5
Marks <40	D	0

The performances at UE and IA will be combined to obtain the Grade Point Average (GPA) for the course. The weightage for performance at UE and IA shall respectively be 70% and 30%.

GPA is calculated by adding the UE marks out of 70 and IA marks out of 30. The total marks out of 100 are converted to grade point, which will be the GPA.

24. RULES OF PROMOTION:

A Student is allowed to keep term from Semester – I and Semester – II to Semester – III and Semester – IV if he/she fails in any number of theory papers in MSW Ist year.

MSW Course Structure:

Total credits - 72

Theory Courses:

Class	Semester	Credits

MSW – I	**Sem - I**	
	Core Courses 03x03 credits	09
	Elective Courses 02x02 credits	04
	General Courses 01x02 credits	02
	Sem – II	
	Core Courses 03x03 credits	09
	Elective Courses 02x02 credits	04
	General Courses 01x02 credits	02
M.S.W. – I	Semester – I & II	06
	First Year Credits	**36**
MSW – II	**Sem – III**	
	Core Courses 03x03 credits	09
	Elective Courses 02x02 credits	04
	General Courses 01x02 credits	02
	Sem - IV	
	Core Courses 03x03 credits	09
	Elective Courses 02x02 credits	04
	General Courses 01x02 credits	02
M.S.W. - II	Semester – III & IV	06
	Second Year Credits	**36**
Total Credits		**72**

SEMESTER – I

Course Number	Course Title	Credit Value	Counselin g Sessions	Self Learn ing	Weightage for UE/IA (%)	End of Term
Core Course – All Core Courses are Compulsory						
CC-1	Social Work: History and Ideology	03	10	70	70/30	Uni.
CC-2	Methods of Social Work Practice: Work with Individuals and Groups	03	10	70	70/30	Uni.
CC-3	Field Work Practicum	03	10	70	70/30	Uni.
Elective Courses - Opt any two elective courses						
EC-1	Child Development and Socialization	02	06	48	70/30	Uni.
EC-2	Rural and Urban Sociology	02	06	48	70/30	Uni.
EC-3	Labour Economics	02	06	48	70/30	Uni.
General Courses - Opt any one general course						
G-1	Introduction to Sociology	02	06	48	70/30	Uni.
G-2	Introduction to Psychology	02	06	48	70/30	Uni.

SEMESTER – II

Course Number	Course Title	Credit Value	Counseling Sessions	Self Learn ing	Weightage for UE/IA (%)	End of Term
Core Course – All Core Courses are Compulsory						
CC-4	Psychology for Social Workers	03	10	70	70/30	Uni.
CC-5	Methods of Social Work Practice – Work with Community & Social Action	03	10	70	70/30	Uni.
CC-6	Social Work Research	03	10	70	70/30	Uni.
Elective Courses - Opt any two elective courses						
EC-4	Youth Development	02	06	48	70/30	Uni.
EC-5	Panchayat Raj System	02	06	48	70/30	Uni.
EC-6	Women Status and Empowerment	02	06	48	70/30	Uni.
General Courses - Opt any one general course						
G-3	Public Administration	02	06	48	70/30	Uni.
G-4	Unorganized Labour	02	06	48	70/30	Uni.

SEMESTER – III

Course Number	Course Title	Credit Value	Counseling Sessions	Self Learning	Weightage for UE/IA (%)	End of Term
Core Course						
CC-7	Social Legislation	03	10	70	70/30	Uni.
CC-8	Non Government Organizations and Programme Management	03	10	70	70/30	Uni.
CC-9	Social Policy and Planning	03	10	70	70/30	Uni.
Elective Courses - Opt any two elective courses						
EC-7	Progammes and Services for Children	02	06	48	70/30	Uni.
EC-8	Urban Governance	02	06	48	70/30	Uni.
EC-9	Human Resource Development	02	06	48	70/30	Uni.
General Courses - Opt any one general course						
G-5	Media and Development	02	06	48	70/30	Uni.
G-6	Research Project	02	06	48	70/30	Uni.

SEMESTER – IV

Course Number	Course Title	Credit Value	Counseling Sessions	Self Learning	Weightage for UE/IA (%)	End of Term
Core Course						
CC-10	Counselling in Social Work	03	10	70	70/30	Uni.
CC-11	Poverty Alleviation and Development	03	10	70	70/30	Uni.
CC-12	Corporate Social Responsibility	03	10	70	70/30	Uni.
Elective Courses - Opt any two elective courses						
EC-10	Family Counselling	02	06	48	70/30	Uni.
EC-11	Livelihood Skills and Micro Finance	02	06	48	70/30	Uni.
EC-12	Labour Welfare	02	06	48	70/30	Uni.
General Courses - Opt any one general course						
G-7	Environmental Issues & Disaster Management.	02	06	48	70/30	Uni.
G-8	Introduction to Constitution of India	02	06	48	70/30	Uni.

Field Work					
Course Number	**Course Title**	**Credit Value**	**Self Learning Method (Hours)**	**Weightage for IA**	**End of Year**
MSW- Ist Year	Orientation visits & Field Work	06	180	Internal Assessment	Institute
MSW - IInd Year	Field Work	06	180	Internal Assessment	Institute

Note: General Courses will be provided as Massive Open Online Courses (*MOOCs*)

SYLLABUS
SEMESTER – I
CC-1: SOCIAL WORK: HISTORY AND IDEOLOGY

Unit – I: Indian History of Ideologies for Social Change – I

- Concept of ideology
- Hindu Reform Movements : Brief review of Hindu reform movements; contribution of Raja Ram Mohan Roy, Dayanand Saraswati Swami Vivekanand
- Dalit Movements – Mahatma Jyotiba Phule, Dr.Babasaheb Ambedkar, Chh. Shahu Maharaj, Periyar,

Unit – II: Indian History of Ideologies for Social Change – II

- Christianity and Islam in India
- Gandhian ideology
- Ideology of the Indian Constitution: Preamble, directive principles, fundamental rights and duties

Unit –III: Western History of Ideologies

- Rationalism and welfarism
- Liberalism and democracy
- Utilitarianism and social darwinism
- Socialism and human rights

Unit –IV: Contemporary Ideologies

- Neo-liberalism and globalization
- Post-Modernism
- Feminism
- Ideology of sustainable and people centered development

Unit – V: History of Social Work Profession in India

- Growth of social work education in india
- Goals of social work education
- Welfare versus development orientation in social work
- Specialization versus generic courses
- Professionalization of social work : Professional associations and federations of social work
- Problems of social work education in India

Unit –VI: Values and Ethics of Professional Social Work

- Concept of values and ethics
- Ethical Responsibilities in Social Work
- Ethical decision making and dilemmas in social work
- Spirituality and social work
- Code of ethics for social workers

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SEMESTER – I
CC- 2: METHODS OF SOCIAL WORK PRACTICE: WORK WITH INDIVIDUALS AND GROUPS

Unit -I: Introduction to Case Work as a Method of Social Work

- Concept and definitions of case work
- History of case work in India, U.K. and USA
- Assumptions in case work
- Values in case work

Unit-II: Theories and Components of Case Work

- Theories used in social work practice: System theory, social learning theory, Psychological development theory, rationale choice theory
- Components of case work-person, problem, place, process

Unit-III: Principles and Stages of Case Work

- Principles of case work
- Stages of case work - Study, diagnosis, treatment, evaluation, termination and follow up.
- Tools and Techniques in case work

Unit – IV: Introduction to Group Work

- Definition and characteristics of groups
- Types of groups
- Concept, definition and characteristics of social group work
- Group work in various settings

Unit – V: Principles and Phases in Social Group Work

- Principles in social group work
- Skills in social group work
- Phases : Orientation phase, Assessing and establishing objectives, Preparation of plan, Group formation phase, Rapport establishment phase , Programme implementation and evaluation phase, Termination phase

Unit – VI: Recording in Social Group Work

- Significance of Recording in group work
- Principles of recording
- Types of recording- narrative, process and summary
- Techniques of recording –observation, fish-bowl, sociogram.

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SEMESTER – I
EC -1: CHILD DEVELOPMENT AND SOCIALIZATION

Unit – I: Conceptual Framework

- Definitions of Child
- Demographic profile of children – Indian and Global
- Situational overview of children in India

Unit – II: Child Development

- Concept of Child Development
- Principles of Child Development
- Areas of Development-Physical,Emotional,Social,Intellectual

Unit – III: Stages in the life-span (up to Adolescent)

- Prenatal
- Neo-natal
- Post natal

Unit – IV: Developmental Hazards in Childhood

- Infant Mortality and Morbidity
- Common Childhood Diseases
- Nutritional Issues
- Behavioural Problems

Unit – V: Socialization of the Child

- The Concept and Process of Socialization
- Child- rearing Practices in Families
- Socialization of Children in Institutional Settings
- Socialization of Children with Special Needs

Unit – VI: Agencies of Socialization

- Family
- School
- Peer-group
- Mass-Media

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SEMESTER – I
EC-2 : RURAL & URBAN SOCIOLOGY

Unit – I: Introduction to Rural Sociology

a. Meaning and definition
b. Scope of Rural Sociology
c. Significance of rural sociology in community development

- Rural social institutions: Marriage, family, education

Unit – II: Indian village as a community

d. Characteristics of village community
e. Rural social structure:Occupational,Caste and class structure in villages
f. Village power structure– sources of power
g. Rural Ecology

Unit – III: Issues of Rural society

- Livelihoods
- Migration
- Health
- Unemployment
- Women empowerment
- Globalisation and Rural society

Unit – IV: Urban Sociology

- Nature, Definition, and scope of Urban Sociology
- City – meaning and characteristics
- Growth and development of cities
- Causes of growth of urban population in India

Unit – V: Urbanization

- Trends in urbanisation
- Consequences of urbanization
- Impact of Urbanisation on Rural society
- Industrialisation and social change

Unit – VI: Issues of Urban society

- Slums
- Housing
- Solid waste management
- Unplanned development
- Environment, Urban poverty

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28. Indias Villages – edited by M.N. Shrinivas
29. Dynamics of Rural Development edited by Debendra Das

SEMESTER – I

EC-3: LABOUR ECONOMICS

Unit – I: Labour Economics

- Concept ,Meaning, and Definitions of Labour Economics
- Scope of Labour Economics
- Characteristics of Labour

Unit – II: Employment

- Theories Of Employment
- Full Employment
- Unemployment & Under Employment
- Employment Exchange

Unit – III: Wages

- Meaning And Definitions of Wages
- Wage Policy For Developing Economy
- Wage Regulation –The Equal Remuneration Act- The Minimum Wages Act 1948

Unit – IV: Theories of Wages

- Subsistence Theory of Wages
- Marginal Productivity Theory of Wages
- Exploitations Theory of Wages
- Demand And Supply Theory of Wages

Unit –V: Methods of Wage Payment

- Time Rate System
- Piece Rate System
- Balance Method System
- Performance Based System

Unit – VI: Labour Productivity

- Concept and Definition of Labour Productivity
- Measurement and Technique of Productivity
- Labour Efficiency and Productivity
- Factors of Productivity

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SEMESTER – II
G-1: INTRODUCTION TO SOCIOLOGY

Unit – I: Introduction

- Definition and scope of Sociology
- Basic Concepts of Sociology –Society ,Groups, Community, Culture and Norms
- Importance of sociology and its relevance to social work practice

Unit – II: Indian Society

- Composition of Indian Society : the concept of unity in diversity
- Social Classification: Tribal, Rural & Urban
- Social Stratification: Caste & Class

Unit – III: Social Groups, Social Institutions and Social Control

- Meaning and Types of Groups
- Social Institutions-Marriage, Family, Religion, State and Law
- Social Control and Agencies of Social Control

Unit – IV: Society & Culture

- Society as a system of relationship
- Social structure : Status & Role
- Culture : Tradition, Customs, Values, Norms, Folkways &Mores
- Socialization : Process & Agents

Unit – V: Social Change

- Meaning and Characteristics of Social Change
- Factors Inducing Social Change
- Cultural Lag
- Social Change and Social Disorganization
- Social disorganization

Unit – VI: Indian Social Problems

- Population explosion
- Corruption
- Terrorism
- Naxalism
- Castisism
- Problems of elderly
- Crime and juvenile delinquency
- addiction

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23. Social Problems and Development Issues of Slum Women edited by Dr. Robin Tribhuvan.

SEMESTER – II

G-2: INTRODUCTION TO PSYCHOLOGY

Unit – I: Psychology: Science and Perspectives

- Definition, nature and Goals of Psychology as a Science.
- History and perspectives – Structuralism, Functionalism, Gestalt, Psychoanalysis, Behaviorism, Humanistic, Cognitive, Bio-psycho-socio-cultural
- Fields – Developmental, Social, Clinical and counseling, Educational, Industrial, Health, Criminal and Forensic, Sports and women psychology.
- Methods – Introspection, Observation, Experimental, Survey and Case Study

Unit – II: Sensation, Attention and Perception

- Sensation – Definition, Nature and Process
- Attention – Definition, Types, Determinants, Phenomena - Division of Attention, Span of Attention
- Perception – Definition, Gestalt Principles and Perceptual Constancies
- Perceptual Illusions

Unit – III: Motivation

- Definition and Characteristics – Motivational Cycle.
- Types – Biological, Social, Psychological
- Theories – Arousal, Drive Reduction, Incentive, Humanistic (Maslow)
- Frustration – Sources of Frustration, Types of Conflicts

Unit – IV: Emotion

- Definition, Nature and Importance of Emotion
- Basic emotions: Joy, Excitement, Tenderness, Sadness, Anger, Fear and Love
- Theories of emotion: James-Lange, Canon Bard, Schachter, Singer and Lazarus
- EQ – Definition, Nature, Measurement and Importance of EQ

Unit – V: Personality

- Nature, Definition and Misconceptions
- Freud's Psychoanalytical Theory of Personality
- Trait Approaches to Personality: Allport's approach, Eysenck's PEN Model, Cattell's 16PF, McCrae and Costa Big-5
- Assessment Techniques – Behavioural, Projective and Self Report Inventories: MMPI, CPI, Neo PI
- Applications: SWOT Analysis

Unit – VI: Intelligence and Thinking

- Intelligence: Definition and Basic Concepts in Measurement (CA, MA, IQ and DQ)
- Intelligence Measurement: Stanford Binet, Wechsler Intelligence Scale for Children (WISC) and Wechsler Adult Intelligence Scale (WAIS)
- Individual Differences: Mentally Challenged and Gifted People, Types and Causes
- Thinking – Definition and Types Logical, Problem Solving and Decision Making, Creative Thinking

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SEMESTER – II
CC–4 : PSYCHOLOGY FOR SOCIAL WORKERS

Unit – I: Nature and Scope of Psychology

- Concept and definitions of Psychology
- Areas of Application of Psychology
- Scientific Methods in Psychology

Unit – II: Human Development and Human Behaviour

- Concept of Human Growth, Human Development and Human Behaviour
- Factors affecting Human Behaviour and Development

Unit – III: Theories of Human Development and Behaviour

- Freud's Psycho-sexual Theory,
- Erickson's Psycho-social Theory
- Jean Piaget Cognitive Theory

Unit – IV: Developmental Stages in Life Span

- Life span Approach to the understanding of Human Development
- Principles of Human Growth and Development
- Stages of Human Development-from conception to Old Age

Unit – V: Biological Factors in Human Development and Behaviour

- Heredity-Concept, mechanisms
- Influence of Heredity on Human Development and Behaviour
- Role of Endocrine Glands

Unit – VI: Psycho-social Factors in Human Development

- Environment – Concept and influence of Socio-cultural Environment on Human Development
- Motivation
- Conflict among Motives
- Coping and Defense Mechanisms

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SEMESTER – II
CC – 5: METHODS OF SOCIAL WORK PRACTICE – WORK WITH COMMUNITY & SOCIAL ACTION

Unit – I: Community organization

- Meaning, Concept and Definitions of C.O
- Values, and Ethics of C.O practice
- Principles of Community Organisation Practice.
- Processes and Steps in community organization

Unit – II: Models and Techniques in Community Organization Practice

- Models of community organization: Directive Vs Non-directive and Rothman's Model.
- Techniques in community organization - PRA and RRA techniques,
- Committee formations, Leadership & cadre building and networking.

Unit – III: Role of Community Organizer

- Role of community organizer in community - guide, enabler, expert and social therapist
- Skills in community organization practice: interaction skills, information gathering and assimilation skills, organizing skills, resource mobilization (external and internal) skills, and conflict resolution skills.

Unit – IV: Community Organization Practice in Various Settings

- Working with Tribal, Rural and Urban communities,
- Health, Education, Natural resource management.

Unit – V: Social Action

- Concept and Definitions of Social Action
- Rights based approach
- Different forms of protest
- Strategies for social action from various social movements.

Unit – VI: Social Advocacy

- Concept and Definitions of Social Advocay
- Strategy for advocacy; Campaigning; Lobbying; Use of media
- Public opinion building in advocacy
- Coalition and Network building

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3. Dr.V.V.Kulkarni, (2014), Dynamics of community organization and Social Work, Published by Current Publications, Agra. ISBN – 978-81-89065-80-5
4. Dr.V.V.Kulkarni, (2014), Community Organization Process and social work, Published by Current Publications, Agra. ISBN – 978-81-89065-80-5
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SEMESTER – II
EC– 4: YOUTH DEVELOPMENT

Unit – I: Situational Analysis of Youth

- Concept, definition and characteristics of youth
- Demographic profile of youth in India.
- Situational Analysis-Gender, student, non-student, caste, class, religion wise classification.

Unit – II: Needs and Problems of Youth

Needs

- Psycho-social needs.
- Health
- Education
- Employment

Problems

- Poverty
- Unemployment
- Addiction
- Violence and crime
- Sexuality-high risk behavior**.**

Unit – III: Issues concerning Youth

- Identity crisis
- Value crisis
- Unrest, frustration and suicide.
- Casteism, politics and culture.

Unit – IV: Youth Movements in India

- Women and Dalit Youth Movements
- Tribal Youth Movements
- International Youth Movements
- Youth as an agent of social change

Unit – V: Programmes and Policies.

- Youth Policy
- Governmental and Non-Governmental initiatives
- Role of United Nations Organisation.

Unit – VI: Youth and Social Change

- Concept of social change
- Youth as an agent of social change
- Role of youth in building new society

REFERENCE:

1. Saraswathi, Youth in India, Indian Council of Social Science Research.
2. Scheme of Central & State Govt. by Vishwa Yuva Kendra
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SEMESTER – II

EC– 5: PANCHAYAT RAJ SYSTEM

Unit – I: Panchayat Raj System

- Meaning, Concept and Definition of Panchayat Raj System
- Objective of Panchayat Raj System
- Concept of democratic decentralization
- Historical development and committees on Panchayati Raj

Unit – II: Panchayati Raj in Operation

- Organizational and administrative structure of Panchayati Raj
- Panchayati Raj functionaries at village, block and district level with reference to Maharashtra
- Functions of Panchayati Raj institutions
- Gram Sabha and Mahila Sabha– organization, strengths and limitations

Unit – III: Aspects of Panchayat Raj Administration

- State control over Panchayati Raj bodies
- Legislative, administrative and financial control
- Leadership in Panchayat Raj

Unit – IV: Laws related to Panchyat Raj

- Mahatma Gandhi Rural Employment Guarantee Act, 2006
- The Constitution 73rd Amendment Act, 1992
- Panchayat Raj Act, 1993
- Panchayats Extension to Scheduled Areas Act (PESA) 1996.
- Financial resources to PRIs- Central and State

Unit – V: Rural development and PRIs

- Peoples participation in PRI
- Social Justice through PRI
- Politics in Panchayat Raj
- NGOs and PRI

Unit – VI: Challenges in Panchayat Raj System

- Community dynamics and Panchayati Raj
- Social inclusion and Panchayati Raj
- Globalisation and phanchayati Raj

REFERENCES:

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3. Rajesh Shalini –Rural Development through Democratic decentralisation, Deep and Deep Publications, New Delhi.
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SEMESTER – II
EC – 6: WOMEN: STATUS AND EMPOWERMENT

Unit – I: Status of women: Historical Review

- Vedic period
- Buddhist Period
- British period

Unit – II: Issues Related To Women

- Religion
- Health
- Education
- Politics
- Social-Dowry, domestic violence, divorce, desertion, rape

Unit – III: Women's Movement

- International women's movements.
- Women's movements in India – in 19th and early 20th century
- Dimensions of Women's Movement

Unit – IV: Empowerment

- Concept, meaning and definitions of empowerment
- History of Empowerment in the context of Globalization
- Indictors of empowerment
- Factors affecting empowerment

Unit – V: Empowerment of Women (Post Independence)

- Role of the Govt.
- Role of Major Non-Governmental Organizations
- Informal and Voluntary People's Movements.

Unit – VI: Empowerment of Women

- Role of International Agencies
- UN
- UBNESCO

REFERENCES:

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SEMESTER – II
G – 3: PUBLIC ADMINISTRATION

Unit – I: Introduction to Public Administration

- Concept and Meaning of Public administration
- Scope of Public administration
- Elements of Public administration
- Ethics in Public Administration.

Unit – II: Evolution of Public Administration

- Classical
- Neo-classical
- New Public Administration
- Development Administration

Unit – III: Major Approaches to the Study of Public Administration

- Bureaucratic Approach
- Decision-Making
- Systems Approach
- Public Choice

Unit – IV: Governance

- Good Governance Practices and Reforms,
- Public Sector in the context of Liberalization.
- State and District Administration
- Local Self Government

Unit – V: Issues in Public Administration

- Right to Information
- Consumer Protection Act, 2005.
- Administrative and Financial Accountability
- Civil Society and Public Administration

Unit – VI: Citizens and Administration

- Concept of Citizen Centric administration: Evolution, features and significants
- Function of Government: Regulatary function, service providing function and developmental function

REFERENCES:

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2. Dhameja Alka (ed.), 2003, Contemporary Debates in Public Administration, New Delhi; Prentice-Hall India
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8. Shafritz Jay M. and Albert C. Hyde (ed.), 1987, Classics of Public Administration, Chicago, Illinois, The Dorsey Press

SEMESTER – II
G - 4: UNORGANISED LABOUR

Unit – I: Introduction

- Concept, Definitions of unorganized labour
- Characteristics of unorganized labour
- Socio-economic profile of Unorganized Labour

Unit – II: Catogaries of Unorganised Labour

- Child Labour
- Women Labour
- Contract Labour
- Agriculture Labour
- Bonded Labour
- Handicapped and Disabled Labour

Unit – III: Problems of Unorganised Labour

- Problems Related to Service Conditions and working conditions
- Wage Related Problems
- Problems Regarding Social Security
- Problems related to Health and Safety
- Problem of Unionisation

Unit – IV: Welfare of Unorganised Labour

- Welfare of unorganized Labour : initiatives and interventions
- NGO and Welfare of Unorganized Labour
- Role of Government in the welfare of Unorganised Labour
- Statutory Provisions related to Welfare

Unit – V: Legal Protection

- Constitutional Provisions Related to Unorganized labour
- Laws Related to Un-organised Labour
- The Contract Labour Act, 1972

Unit- VI: Social Scurity

- Definition
- Aims and Objective
- Social Assistance
- Social Insurance
- Finance of Social Security Schemes
- Evoluation of Social Security

REFERENCES:

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8. Aspects of Labour Welfare & Social Security, A.M. Sharma
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10. Principles of Labour Welfare, Dr. M.V. Moorthy.
11. Indian Constitution, Govt. of India Publication.
12. Industrial and Labour Laws, S.P. Jain.
13. Industrial Jurisprudence and Labour Legislation, A.M. Sharma.

BHARATI VIDYAPEETH
DEEMED UNIVERSITY, PUNE (INDIA)

(Established u/s 3 of the UGC Act, 1956 vide Notification No.F.9-15/95-U-3 of the Govt. of India)

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*** 'Category -I' University Status by UGC ***

*** 'A' Grade University Status by MHRD Govt. of India ***

"Social Transformation Through Dynamic Education"

SCHOOL OF DISTANCE EDUCATION

Recognized by University Grants Commission- Distance Education Bureau (UGC-DEB), New Delhi

PROGRAMME PROJECT REPORT (PPR)

OF

BACHELOR OF BUSINESS ADMINISTRATION (B.B.A.)

Bharati Vidyapeeth
(Deemed to be University), Pune
Faculty of Management Studies
Bachelor of Business Administration Programme (BBA)
Revised Course Structure

1. INTRODUCTION
The Bachelor of Business Administration Programme (BBA) is a full time three year programme offered by Bharati Vidyapeeth Deemed University (BVDU), Pune and conducted at its management institutes in New Delhi, Pune, Navi Mumbai, Kolhapur, Sangli, Karad and Solapur. All the seven institutes have excellent faculty, Laboratories, Library, and other facilities to provide proper learning environment. The University is accredited by NAAC with an 'A' grade. The Bachelor of Business Administration (BBA) is designed to provide a strong practical understanding of the principles, theories, and tools necessary to succeed in businesses. The BBA programme focuses on imparting to students the ability to demonstrate leadership, understand human relationships, and problem-solving abilities essential for success in any business endeavour. While designing the BBA course, the above facts are considered and the requirements for higher studies and immediate employment are visualized. This effort is reflected in the Vision and Mission statements of the BBA programme. Of course, the statements also embody the spirit of the vision of Dr. Patangraoji Kadam, the Founder of Bharati Vidyapeeth and Chancellor, Bharati Vidyapeeth Deemed University which is to usher in "Social Transformation Through Dynamic Education."

2. VISION STATEMENT OF BBA PROGRAMME
To prepare the students to cope with the rigor of Post Graduate Programmes in India and Abroad as well as to prepare them for managing Businesses globally and as Entrepreneurs who will also be sensitive to societal concerns.

3. MISSION STATEMENT OF BBA PROGRAMME
To impart sound conceptual knowledge and skills in the field of Business Management studies that can be leveraged for enhancing career prospects and higher education in the said discipline.

4. OBJECTIVES OF THE BBA PROGRAMME
The Bachelor of Business Administration (BBA) degree programme has the following objectives…

- To provide students with an in-depth knowledge of Management and Business concepts
- To provide students with a firm foundation in both theoretical and practical concepts and applications to meet the various needs of business organizations at a global level
- To prepare students for the responsibilities and career opportunities with corporations and as entrepreneurs.

5. LEARNING OUTCOME
At the end of the Programme the student should be able to:

- Understand various concepts of Management Education.
- Inculcate Entrepreneurial skills.
- Work well in teams and understand coordination.
- Develop all-round personality of the student.
- Become capable of recognizing and resolving ethical issues.
- Acquire strong foundation for their higher studies.

- Cultivate thinking minds that are sensitive to societal needs and issues thus making them good human beings and responsible members of the society.

6. CAREER OPPORTUNITIES

BBA students can also pursue professional courses such as CA, ICWA, CS & CFA Employers find the BBA degree attractive because it combines an academic education which stresses on critical thinking and the application of management related ideas, the opportunity to gain work experience and the development of transferable skills in areas such as team working, leadership and communication.

7. ACADEMIC PLANNER

	For June Admission Session Students	**For January Admission Session Students**
Admission Date	1st July to 30th September	1st January to 28th February
Eligibility Document Submission	1st July to 30th September	1st January to 31st March
Internal Home Assignment Submission	**For Sem - I, III, V -** August to September **For Sem - II, IV, VI -** March to April	**For Sem - I, III, V -** March to April **For Sem - II, IV, VI -** August to September
Examination Form Submission	**For Sem - I, III, V -** August to September **For Sem - II, IV, VI -** March to April	**For Sem - I, III, V -** March to April **For Sem - II, IV, VI -** August to September
University Examinations	**For Sem - I, III, V -** December **For Sem - II, IV, VI -** June	**For Sem - I, III, V –** June **For Sem - II, IV, VI -** December

8. ADMISSION PROCEDURE

The Application Form is available at each Academic Study Centers. The candidate will have to apply for admission to any academic programme of his / her choice in the prescribed form attached with Information booklet. University has made available the facility of 'Online application for Admission' to the students to apply for admission to the various programs. The candidate will be admitted provisionally to the programme on verification of the eligibility for admission. He / She will be asked to complete the eligibility requirement by submitting the required Marksheets, Leaving/Transfer Certificate, Educational Gap Certificate (if required), Aadhaar Card etc. After verification of required documents candidate admission will be confirmed.

9. ELIGIBILITY FOR ADMISSION

A candidate applying for BBA programme should have passed higher secondary or equivalent examination (10 + 2) of any recognized Board.

Note : Elective will be offered only if a minimum of ten (10) students opt for the same in semester V.

10. DURATION

The duration of the BBA degree programme shall be of three years divided into six Semesters. i.e. BBA Part – I (Sem-I & II), BBA Part – II (Sem-III & IV) and BBA Part – III (Sem V & VI). The medium of instruction and examination will be only English.

11. MEDIUM

The medium of instruction and examination is English only.

12. FEE STRUCTURE

Sr. No.	Particular	I Year	II Year	III Year
		For all centres	For all centres	For all centres
1	Admission Fee	500/-	-	-
2	Tuition Fee	15000/-	15000/-	15000/-
3	Examination Fee	5770/-	5770/-	5870/-
Total		**21270/-**	**20770/-**	**20870/-**

13. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS

Sr. No.	Programmes	Total Programme Fees	Admission Fee	Tuition Fee	Study Material Development Cost	Contact Lectures Cost	Other Administrative / Educational Expenses
1	B.B.A. (For all centres)	45500/-	500/-	45000/-	7544/-	6000/-	16456/-

14. STUDENT SUPPORT SERVICES

a) Student Counseling:-

Full time Student Counseling Desk is available at BVDU School of Distance Education, Pune (Head Quarter). Student can contact to this office and get detail information related to Admission, Programme eligibility, Programme fees, Important Dates related to all Academic Activities, details of Academic Study Centre, Information of Examinations etc. As well as student can contact to this office through email for their queries.

b) Personal Contact Session (PCP):-

Personal Contact Sessions conducted by Academic Study Centre and organized on holidays, normally at time convenient to the student, during which a qualified expert faculty gives explanations and help to clear the doubts and difficulties of the students and also delivering instructions to the students about study material.

c) E-Learning Support:-

The electronic versions of learning resources in mobile-ready formats are available freely on `e-Learning Environmental Portal' of School of Distance Education (econnect.bvuict.in/econnect/) for students. Details programme Syllabus, Videos of Expert Lecturers on various Topics, Self Learning Material, Old Question Papers are also available on this portal. Student can easily access this instructional material.

d) Self Learning Material (SLM):-

SLM will be provided to student on Book form which contents will help them as a reference book. Learner can able to understand the subject matter even in the absence of a teacher.

15. METHODS AND MEDIA USED IN SELF INSTRUCTIONAL MATERIAL DELIVERY

Self Instructional Material is delivered in various media. The printed copies of learning resources in Self Instructional format for this programme is made available to the students through Academic Study Centres. The electronic version of the learning resources including the lectures, instructional material, lectures in mobile-ready formats are available freely on the `e-learning Environmental Portal` of School of Distance Education.

16. FACULTY AND SUPPORT STAFF

As per the requirement of programme faculties (internal and external) are available in adequate number. They are conducting all academic activities related to this programme.

17. EVALUATION OF LEARNER

As a part of evaluation of learner following activities are conducting at every Academic Study Centre.

- Continuation / Internal Assessment of each subject
- Conducting Tutorials
- Conducting Term End Examinations at the end of each session.
- Question Papers Sets with Multiple Choice Questions

18. SCHEME OF EXAMINATIONS

Year-II
Semester - IV Industrial Exposure
Year- III
Semester - V Summer Training Viva voce & Report

Each course under internal evaluation will be evaluated for 100 marks. At the end of each course a viva will be conducted by a two member panel comprising of experts from within the Study Centre and outside. Evaluation for each course

For Industrial Exposure will be as follows

Report preparation	30 marks
Viva voce based on report	70 marks

For Summer Training Viva voce and Report

Report preparation	30 marks
Viva voce based on report	70 marks

- Note that it is compulsory for candidates to physically attend the viva of these internal courses. If he/she remain absent for the viva, the remaining marks of class work submission will not be considered during the semester and will have to reappear in the subsequent examination. The marks obtained in class work will be added as and when the student appears for the viva examination. The minimum mark to clear the course is 40.

Each course will be evaluated through

i) End of semester examination of 70 marks conducted by the University
ii) Internal evaluation home assignments of 30 marks conducted by the concerned Study Centre.

19. GRADING SYSTEM FOR PROGRAMMES UNDER FACULTY OF MANAGEMENT STUDIES

Grade Points: The Faculty of Management Studies, Bharati Vidyapeeth Deemed To Be University has suggested the use of a 10-point grading system for all programmes designed by its various Board of Studies. A grading system is a 10-point system if the maximum grade point is 10. The system is given in Table I below.

Table I: The 10-point Grading System Adapted for Programmes under FMS

Range of Percent Marks	[80, 100]	[70, 79]	[60, 69]	[55, 59]	[50, 54]	[40, 49]	[00, 39]
Grade Point	10.0	9.0	8.0	7.0	6.0	5.0	0.0
Grade	**O**	**A+**	**A**	**B+**	**B**	**C**	**D**

Formula to calculate GP is as under:
Set x = Max/10 where Max is the maximum marks assigned for the examination (i.e. 100)

Formula to calculate the individual evaluation

Range of Marks	Formula for the Grade Point
$8x \leq$ Marks$\leq 10x$	10
$5.5x \leq$ Marks$\leq 8x$	Truncate (M/x) +2
$4x \leq$ Marks$\leq 5.5x$	Truncate (M/x) +1

20. SCHEME OF EXAMINATION:

Courses having Internal Assessment (IA) and University Examinations (UE) shall be evaluated by the respective institutes and the University at the term end for **30(Thirty)** and **70(Seventy)** Marks respectively. The total marks of IA and UE shall be 100 Marks and it will be converted to grade points and grades.

CCA – Comprehensive Continuous Assessment - Courses having ***only Comprehensive Continuous Assessment (CCA)*** the respective institutes will evaluate the students in various ways such as ***Class Test, Presentations, Field Assignments and Mini Projects*** for a total of 100 marks during the term. Then the marks will be converted to grade points and grades.
Open Courses shall be evaluated for 50 marks only (fifty marks only).

21. STANDARDS OF PASSING:

For all courses, both UE and IA constitute separate heads of passing (HoP). In order to pass in such courses and to earn the assigned credits, the learner must obtain a minimum grade point of 5.0 (70% marks) at UE and also a minimum grade point of 5.0 (30% marks) at IA.

If learner fails in IA, the learner passes in the course provided, he/she obtains a minimum 25% marks in IA and GPA for the course is at least 6.0 (50% in aggregate). The GPA for a course will be calculated only if the learner passes at UE.

A student who fails at UE in a course has to reappear only at UE as backlog candidate and clear the Head of Passing. Similarly, a student who fails in a course at IA he has to reappear only at IA as backlog candidate and clear the Head of Passing. to secure the GPA required for passing.

The 10 point Grades and Grade Points according to the following table

Range of Marks (%)	Grade	Grade Point
80≤Marks≤100	O	10
70≤Marks≤80	A+	9
60≤Marks≤70	A	8
55≤Marks≤60	B+	7
50≤Marks≤55	B	6
40≤Marks≤50	C	5
Marks < 40	D	0

The performance at UE and IA will be combined to obtain GPA (Grade Point Average) for the course. The weights for performance at UE and IA shall be 70% and 30% respectively.

GPA is calculated by adding the UE marks out of 70 and IA marks out of 30. The total marks out of 100 are converted to grade point, which will be the GPA.

Formula to calculate Grade Points (GP)

Suppose that „Max" is the maximum marks assigned for an examination or evaluation, based on which GP will be computed. In order to determine the GP, Set x = Max/10 (since we have adopted 10 point system). Then GP is calculated by the following formulas

Range of Marks	Formula for the Grade Point
8x ≤ Marks≤10x	10
5.5x ≤ Marks≤8x	Truncate (M/x) +2
4x ≤ Marks≤5.5x	Truncate (M/x) +1

Two kinds of performance indicators, namely the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a learner in all the courses in a particular semester, while the CGPA measures the cumulative performance in all the courses since his/her enrollment. The CGPA of learner when he /she completes the programme is the final result of the learner.

The SGPA is calculated by the formula

$$SGPA = \frac{\sum Ck * GPk}{\sum Ck},$$

where, Ck is the Credit value assigned to a course and GPk is the GPA obtained by the learner in the course. In the above, the sum is taken over all the courses that the learner has undertaken for the study during the Semester, including those in which he/she might have failed or those for which he/she remained absent. **The SGPA shall be calculated up to two decimal place accuracy.**

The CGPA is calculated by the following formula

$$CGPA = \frac{\Sigma C_k * GP_k}{\Sigma C_k}$$

where, Ck is the Credit value assigned to a course and GPk is the GPA obtained by the learner in the course. In the above, the sum is taken over all the courses that the learner has undertaken for the study from the time of his/her enrollment and also during the semester for which CGPA is calculated.

The CGPA shall be calculated up to two decimal place accuracy.

The formula to compute equivalent percentage marks for specified CGPA:

% marks (CGPA)	10 * CGPA-10	If 5.00 ≤ CGPA ≤ 6.00
	5 * CGPA+20	If 6.00 ≤ CGPA ≤ 8.00
	10 * CGPA-20	If 8.00 ≤ CGPA ≤ 9.00
	20 * CGPA-110	If 9.00 ≤ CGPA ≤ 9.50
	40 * CGPA-300	If 9.50 ≤ CGPA ≤ 10.00

Award of Honours:

A student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honours are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
9.5≤CGPA ≤10	O	Outstanding	80≤Marks≤100
9.0≤CGPA ≤9.49	A+	Excellent	70≤Marks≤80
8.0≤CGPA ≤8.99	A	Very Good	60≤Marks≤70
7.0≤CGPA ≤7.99	B+	Good	55≤Marks≤60
6.0≤CGPA ≤6.99	B	Average	50≤Marks≤55
5.0≤CGPA ≤5.99	C	Satisfactory	40≤Marks≤50
CGPA below 5.0	F	Fail	Marks below 40

22. ATKT Rules:

1. A student is allowed to carry backlog of any number of subjects for Semester IV.
2. A student must pass Semester I and Semester II to appear for Semester V.

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BBA – SDE - Program Structure

(As per UGC Guidelines – Template for BBA – 100 credits)

BBA – Sem I and Sem II w.e.f 2019-20)

Semester I				Semester II			
Code	**Course Title**	**Credit**	Examination Pattern	**Code**	**Course Title**	**Credit**	Examination Pattern
101	Business English - Communication.	3	UE & IA	201	Environmental Studies	2	CCA
102	Business Organization & Systems	3	UE & IA	202	Principles of Management	3	UE & IA
103	Micro Economics	3	UE & IA	203	Macro Economics	3	UE & IA
104	Business Accounting.	3	UE & IA	204	Management Accounting	3	UE & IA
105	Foundations of Mathematics and Statistics	3	UE & IA	205	Business Statistics	3	UE & IA
106	Community Work-I	2	CCA	206	Community Work – II Swachha Bharat Abhiyan	2	CCA
	Career & Life Skills				Sectoral Analysis		
	Waste management				Smart Cities		
	Total Credits →	17				16	

Exam Evaluation Pattern

- CCA – Comprehensive Continuous Assessment
- UE – University Evaluation
- IA – Internal Assessment

BBA – SDE - Program Structure 2019-20.

(As per UGC Guidelines – Template for BBA – 100 credits)

BBA – Sem III and Sem IV w.e.f 2019-20)

Semester III					Semester IV				
Code		**Course Title**	**Credit**	Examination Pattern	**Code**		**Course Title**	**Credit**	Examination Pattern
301	SEC	Computer Applications for Business(Theory - 3 & Lab -2)	2	CCA	401	SEC	Enhancing Personal & Professional Skills (Theory - 3 & Lab -2)	2	CCA
302	C	Organizational Behavior.	3	UE & IA	402	**C**	Human Resource Management	3	UE & IA
303	C	Principles of Marketing.	3	UE & IA	403	**C**	International Business	3	
304	C	Introduction to Financial Management	3	UE & IA	404	**C**	Basics of Business Research	3	UE & IA
305	C	Entrepreneurship Development	3	UE & IA	405	**C**	Business Laws.	3	UE & IA
306	GE	Community Work - III	2	CCA	406	GE	Community Work - IV	2	CCA
		Start-up Management					Basics of Taxation		
		Agro Tourism					Yoga - I		
		Total Credits→	16					16	

Courses Types

- AECC/SEC – Ability Enhancement Compulsory Course / Skill Enhancement Course (Lab / Practical / Demo etc)
- C - Core Course - Compulsory for BBA Discipline
- GE - Generic Elective – Open Elective / Interdisciplinary
- DSE - Discipline Specific Elective

Exam Evaluation Pattern

- CCA – Comprehensive Continuous Assessment
- UE – University Evaluation
- IA – Internal Assessment

BBA – SDE - Program Structure 2019-20.

(As per UGC guidelines – template for BBA – 100 credits)

BBA – Sem V and Sem VI w.e.f 2019-20)

Semester V					Semester VI				
Code		**Course Title**	**Credit**	Examination Pattern	**Code**		**Course Title**	**Credit**	Examination Pattern
501	SEC	Summer Internship Report &Viva	6	CCA	601	SEC	Industrial Exposure. (Mini Project)	3	CCA
502	C	Management of Services	3	UE & IA	602	**C**	Introduction to Strategic Management	3	UE & IA
503	DSE	Elective Paper – I	3	UE & IA	603	**DSE**	Elective Paper – III.	3	UE & IA
504	DSE	Elective Paper – II	3	UE & IA	604	**DSE**	Elective Paper – IV	3	UE & IA
505	C	Introduction to Operations Research	3	UE & IA	605		Disaster Management	3	CCA
506	GE	Social Media Management	1	CCA	606	GE	Business Ethics	1	CCA
		Road Safety & Management					Basics of Hospitality Management		
		Event Management					Yoga - II		
		Total Credits→	19					16	

Courses Types

- AECC/SEC – Ability Enhancement Compulsory Course / Skill Enhancement Course (Lab / Practical / Demo etc)
- C - Core Course - Compulsory for BBA Discipline
- GE - Generic Elective – Open Elective / Interdisciplinary
- DSE - Discipline Specific Elective

Exam Evaluation Pattern

- CCA – Comprehensive Continuous Assessment
- UE – University Evaluation
- IA – Internal Assessment

Note: All Generic Elective – Open Elective / Interdisciplinary Courses will be provided as Massive Open Online Courses (*MOOCs*)

Specializations Offered:

Marketing Management	**Human Resource Management**
Financial Management	**International Business Management**
Entrepreneurship Development	**Financial Markets**

Note : ADD ON Courses :

Courses such as mentioned below may be introduced as ADD-ON courses separately. The Add on Courses are not compulsory for the students and may be introduced on demand on Payment basis, with prior approval of concerned authorities)

a) Foreign Language
b) Office Automation Tools
c) Supply Chain Management
d) Event Management

Specializations

	Marketing Management
Elective - I	Consumer Behavior
Elective – II	Sales & Distribution Management
Elective – III	Integrated Marketing Communication
Elective – IV	Digital Marketing
	Financial Management
Elective - I	Elements of Financial Services
Elective – II	Introduction to Management Control Systems
Elective – III	Elements of Corporate Finance
Elective – IV	International Finance & Financial Risk Management
	Human Resource Management
Elective - I	Performance & Compensation Management
Elective – II	Training and Development
Elective – III	Management of Industrial Relations
Elective – IV	Cross Cultural HRM
	International Business Management
Elective - I	International Marketing
Elective – II	Export Import Procedure & Documentation
Elective – III	Basics of International Finance
Elective – IV	Fundamentals of International Economics
	Entrepreneurship Development
Elective - I	Entrepreneurship & New Ventures Creation
Elective – II	Corporate Entrepreneurship
Elective – III	E-Commerce
Elective – IV	Managing Family Business
	Financial Markets
Elective - I	Introduction to Financial Markets & Financial Institutions
Elective – II	Capital Market Operations
Elective – III	Commodity Markets
Elective – IV	Introduction to Derivatives : Equity & Currency

Course Code 101

BBA – SDE - Sem -I (CBCS 2019)

Business English - Communication

Credits : 3 **UE + IA: 70:30**

Course Type : AECC

Course Objectives:

- To acquaint students inmanagerial communication from every perspective that is globally demanding.
- To acquaint students with the required skills for effective communication in business organizations
- To enable students to develop confidence and expertise in composing effective communication skills essential in Business Situations

Learning Outcomes:

After studying this subject, the student should be able to:

- Understand how to converse in business situations
- Write effective e-mails, Letters
- Write formal and informal Reports

Unit 1: Concept and Nature of Communication

Meaning and Introduction, Importance and Nature of Communication. Process and Objectives of Communication. Channels of Communication, Barriers to Communication, Overcoming barriers, Seven C' s of effective communication

Unit 2: Verbal Communication

Verbal Communication (oral) – Meaning, Advantages, Disadvantages, Essentials of effective oral communication, Types.Speaking Skills – Meaning and importance – Guidelines for preparing a Speech – Strategies for good conversation

Exercises on Verbal communication.

Unit 3:Non – Verbal Communication

Meaning , Importance, Uses of non verbal communication, Body Language, Gestures, Postures, Para Language, non verbal aspects of written communication.

Unit 4: Listening, Reading Skills, Presentation Skills

Listening Skills – Meaning and importance – Types – Listening Barriers – Overcoming barriers to improve Listening skills. Exercises on Listening Skills, Reading Skills – Meaning and importance – Steps for better reading. Exercises to improve Reading Skills ,

Introduction and importance, Planning the Presentation. Presentation Structure. Organizing the Presentation. Qualities of a skillful Presenter. Use of Visual aids in Presentation.

Unit 5:Written Communication

Writing Skills – Meaning and importance of written communication in business, Business Letters : Tactful use of language – Structure of a Business letter - Business letter formats – Types of letters: Letters of inquiry and Reply, Letters placing orders and reply, Letter of Complaint, Claims and Adjustments, Sales letters, Job application letters.

Reference Books :

1. Urmila Rai and S. M Rai , Effective Communication (Himalaya Publishing House)
2. Shirley Taylor, Communication for Business, Pearson Education, New Delhi
3. Raymond Lesikar, Marie E Flatley, Basic Business Communication –(Tata McGraw – Hill)

Online Resources:

http://www.notesdesk.com/notes/business-communications/business-communication-and-its-types/

MOOCs:

https://swayam.gov.in/

https://alison.com/*:*

https://eDx.com/*:*

https://www.edx.org/course/business-communications-ubcx-bus2x

https://Coursera.com/*:*

https://www.coursera.org/courses?languages=en&query=business%20communication

Course Code 102

BBA – SDE - Sem -I (CBCS 2019)

Business Organization & Systems

Credits : 3 **UE + IA: 70:30**

Course Type : Core

Course Objectives:

- To acquaint students with fundamentals of business organization and management systems as a body of knowledge.
- To impart to the students an understanding of business concepts with a view to prepare them to face challenge of managing business in the new era.

Learning Outcomes:

On successful completion of this syllabi the students will

- Understand the basic concepts in commerce, trade and industry. He will be exposed to modern business world.
- Understand modern business practices, forms, procedures and functioning of various business organizations.

Unit 1: Introduction to Business

Concept of business – meaning, definition, nature and scope, characteristics of business. Business as an economic activity. Objectives of business. Structure of business. Requisites for success in modern business. Meaning, scope and evolution of commerce & industry, Industrial Revolution, beginning and growth of Indian business, industrialisation in India. Globalization & challenges for Indian Business in the modern era.

Unit 2: Forms of Business Ownership

Introduction to various forms – factors affecting choices of an deal form of ownership, features merits and demerits of sole proprietorship – joint Hindu family business – partnership – joint stock company – co-operative organisation, public enterprises.

Unit 3: Formation of a Company

Stages in formation and incorporation of a company (e promotion – incorporation and registration – capital subscription – commencement of business. - documents of a company i.e. Memorandum of association – articles of association – prospectus.

Unit 4: Establishment of Business Enterprise

Various factors to be considered while starting a new business enterprise i.e. Identification of business opportunity – market assessment – suppliers – technology – location – human resource – finance etc. Small and medium enterprises – meaning characteristics and objectives. Role of support organisation such as trade associations and chambers of commerce.

Unit 5: Organization of Trade

Channels of distribution – meaning, functions and types. Internal trade – wholesale and retail

External trade – import and export. Role and importance of support services to business such as transport insurance etc. Business combinations – mergers and acquisitions. Franchising. Business process outsourcing. Multinationals – concept and role of MNCs.Stock Exchange and Produce Exchange: Definition and Meaning, Importance, Functions,Listing, Dealers.

Reference Books :

1) S.A. Sherlekar ,Modern Business Organization And Management – (Himalaya Publishing House)

2) Y.K. Bhushan ,Fundamental Of Business Organization & Management – (S Chand Publishers)

3) Basu, C. R.; *Business Organization And Management*, Tata Mcgraw Hill, Publishing House, New Delhi, 1998
4) B S Moshal, J P Mahajan, j s gujral, business organization and management –. Galgotia publishing co, new Delhi
5) Redmond James, Robert Trager , media organization and management –, Biztantra, New Delhi
6) Business Environment Text and Cases By F. Cherunilam(Himalaya Publication House)

Online Resources:

1) https://www.leanmethods.com/
2) https://sol.du.ac.in/library/
3) https://www.wto.org/

MOOCs:

1) Designing the Organization: From Strategy to Organizational Structure (Coursera)
2) Understanding Modern Business & Organisations (FutureLearn)
3) Managing the Organization: From Organizational Design to Execution (Coursera)

Course Code 103

BBA – SDE - Sem -I (CBCS 2019)

Micro Economics

Credits : 3 **UE + IA: 70:30**

Course Type : Core

Course Objectives:

- To expose students to basic micro economic concepts.
- To apply economic analysis in the formulation of business policies.

Learning Outcomes:

Students will be able to use economic reasoning to problems of business.

Unit 1: Introduction to Micro Economics
Business economics –meaning nature and scope; Micro and macro; Basic economic problems; Market forces in solving problems; Circular flow of income and expenditure; Tools for analysis (Functional relationships, Schedules, Graphs, Equations)

Unit 2: Demand Analysis and Utility Concept
Concept of demand; Law of demand ; Factors affecting demand ;Exceptions to law of demand; Market demand ;Changes in demand ;Elasticity of demand (Price ,Income ,Cross)
Concept of Utility, Cardinal & Ordinal Utility, Law Of Diminishing Marginal Utility

Unit 3: Supply and Cost & Revenue concepts

Concept of supply, Factors affecting supply, Law of supply, Exceptions of law of supply
Types of cost, Fixed and variable, Accounting and economic, Total cost, marginal cost, average cost, implicit & explicit cost, real and money cost, Short run and long run, Average revenue, total and marginal revenue. Opportunity cost, Money cost, , Law of returns to scale, Economies and diseconomies of scale, Law of Variable proportions

Unit 4: Market Analysis

Features of markets, Pure, Perfect, Monopoly, Duopoly, Oligopoly, Monopolistic competition
Equilibrium of firm and industry under perfect competition, Price determination under monopoly, Price and output determination under monopolistic competition

Unit 5: Theories of Distribution

Marginal productivity theory of distribution, Rent –modern theory of rent, Role of trade union and collective bargaining in wage determination, Interest –liquidity theory of interest

Profits-Dynamic, Innovation, Risk and uncertainty bearing theories of profits
Reference Books : 1. Microeconomics theory and Application-D N DWIVEDI-Vikas. 2Seth –micro economics 3. Mithani –managerial economics 4. M .jhingan 5. Ahuja.microeconomic analysis
MOOCs: https://swayam.gov.in/ *:*Accounting for Managerial Decisions https://alison.com/*:* Fundamentals of Financial Accounting

Course Code 104

BBA – SDE - Sem -I (CBCS 2019)

Business Accounting

Credits : 3 **UE + IA: 70:30**

Course Type : Core

Course Objectives:

- To impart to the learners the basic accounting knowledge
- To train in the accounting process from entering business transactions to Journal to preparation of Final Accounts.

Learning Outcomes:

After the completion of the course, the students will understand:

- Importance and utility of Financial Accounting
- Accounting process from entering the business transactions to journal to preparation of Final Accounts of a sole proprietor.

Unit 1: Introduction to Financial Accounting:
Definition and Scope of Financial Accounting, Objectives of Financial Accounting, Book Keeping v/s. Accounting, Basic Terms used in Accounting, Users of Financial Statements, Limitations of Financial Accounting

Unit 2: Accounting Principles and Accounting Standards:
Accounting Concepts, Accounting Conventions, Meaning of Accounting Standards, Significance of Accounting Standards.

Unit 3: Journal & Subsidiary Books:
Accounting Process, Types of Accounts, Rules of Accounts, Preparation of Journal, Simple and Combined Journals entries.
Subsidiary Books: Purchase Book, Sales Book, Purchase Return Book, Sales Return Book, Cash Book

Unit 4: Ledger Posting and Trial Balance:
Meaning and Utility of Ledger, Format of Ledger Account, Procedure of posting Journal entries to Ledger Accounts, Balancing of Ledger Account, Preparation of Trial Balance

Unit 5: Depreciation:
Meaning of Depreciation, Causes of Depreciation, Methods of charging depreciation: Written Down Value& Straight Line Method, Accounting treatment of Depreciation

Unit 6: Meaning and Preparation of Final Accounts:
Preparation of Trading and Profit & Loss Account and Balance Sheet of sole proprietary business.

Reference Books :

1. Anil Chowdhry Fundamentals of Accounting & Financial Analysis (PearsonEducation)
2. Jane Reimers Financial Accounting(Pearson Education)
3. Rajesh Agarwal & R Srinivasan, Accounting Made Easy (Tata McGraw –Hill)
4.Dr. S. N. Maheshwari, Financial Accounting For Management: (Vikas Publishing House)
5. Robert Anthony, David Hawkins , Business Accounting. (Tata McGraw –Hill)
6. Ashok Sehgal, Fundamentals of Financial Accounting, (Taxmann)
7. Dr. S. N. Maheshwari, Sharad K. Maheshwari, Financial Accounting for BBA

Online Resources:

www.moneycontrol.com

www.rbi.org.in

www.icai.org

MOOCs:

https://swayam.gov.in/ :Accounting for Managerial Decisions

https://alison.com/: Fundamentals of Financial Accounting

Course Code 105

BBA – SDE - Sem -I (CBCS 2019)

Foundation of Mathematics & Statistics

Credits : 3 **UE + IA: 70:30**

Course Type : Core

Course Objectives:

i) To developknowledge of key theories, concepts in Mathematics.
ii) To enhance ability to problem solving
iii) To build ability to apply mathematical and statistical concept for business applications

Learning Outcomes:

i) Students will be able to solve problems in Mathematics using appropriate concepts
ii) Students will be able to effectively apply the statistical tools for business applications

Unit 1:

Profit and Loss, Discount, Commission, Brokerage, Rates and Taxes, Insurance, Partnership, Bill of Exchange, Stock and Shares, Payroll

Unit 2:

Simple interest and Compound interest and Annuity**:**

Simple interest, Compound Interest,, Interest Compounded Continuously, Compound Amount at changing rate, Introduction of Annuity, Amount and Present Value of Immediate or Ordinary Annuity, Annuity Due,

Unit 3:

Matrices and Determinants &Simultaneous Linear equations**:**

Definition of a Matrix, Matrix operations, Determinants, Properties of determinants. Applications in Business Problem, Solution of Simultaneous equations Linear Equation in two unknowns. Permutations and Combinations

Unit 4:

Introduction to Business Statistics

Definition, descriptive and inferential statistics in business, scope of statistics, Population and sample, data, types of data, sources of data, methods of data collection.

Unit 5:

Data presentations and graphical displays

Frequency, cumulative frequency distribution, Frequency distributions, importance of Diagrammatic and Graphic Representation of data, frequency polygons and frequency curves, histograms, Ogive Curves.

Reference Books :

1. Schaum Series , Basic Business Mathematics
2.Padmalochan Hazarika , A class textbook of Business Mathematics.
3.M. G. Dhaygude , Commercial Arithmetic and Statistics .
4.Busines Statistics,S.C.Gupta

5.Eugene Don, Joel lerner , Basic Business Mathematics , Tata McGraw Hill Publication.
6.Dr.Padmalochan Hazarika, A textbook of Business Mathematics

Online Resources:

https://en.wikipedia.org/wiki/Business_mathematics

https://www.universiteitleiden.nl/.../mathematics/mathematics-and-science-based-business Mathematics

https://www.tru.ca/distance/courses/math1091.html

MOOCs:

www:/Alison

www/SWAYAM

www/NPTEL

BACHELOR OF BUSINESS ADMINISTRATION

Generic Elective / Interdisciplinary

Course Code 106
BBA – SDE - Sem -I (CBCS 2019)

Community Work

Credits : 2 **CCA : 50 marks**

Course Type : Generic Elective / Interdisciplinary

Course Objectives:

This course aims to expose the students to social issues and help them Participate in community service through trips/events organized at institute, state level etc and also to Volunteer at events like fundraising activities, fairs, festivals, slums, non profit organization etc

(I) To expose the students towards social reality and role of community development for social upliftment and well being

(II) To involve students in community work through active involvement and participation

Learning Outcomes:

Students will be able to know the community needs and understand their role ito contribute meaningfully towards community development

Unit 1:

History, meaning, Goals, values, functions, role and process of community work. Professional and voluntary community work. Attitudes, roles and skills of a community worker

Unit 2:

Social concerns in India: poverty, unemployment, population, problems faced by women – dowry, domestic violence, etc. Social problems - terrorism, corruption, caste conflict, drug abuse, AIDS, ETC.

UNIT 3:

Types of community work. Caring for needy, helping the poor, fundraising drives- organizing

COMMUNITY HOURS:

Participate in community service trips/events organized at institute, state level etc , Volunteer at events like fundraising activities, fairs, festivals, slums, non profit organization etc , Submit a report on a particular type of community involvement undertaken

Course Code 106

BBA – SDE - Sem -I (CBCS 2019)

Career & Life Skills

Credits : 2 CCA : 50 marks

Course Type : **Generic Elective / Interdisciplinary**

Course Objectives:

a. To help students make well-informed, thoughtful decisions regarding your future as adults.
b. To develop behaviours and attitudes that help students contribute to the community in a positive manner.
c. Give you skills and knowledge to contribute to the well-being and respect of the self and others

Learning Outcomes:

Students will be able to understand self potential and ways to enhance capabilities.

Unit 1: Introduction to Life Management

Life management-definition, scope and application, concept of emotions, self belief, setting realistic goals, understanding system

Unit 2: Developing Emotional Potential and Physical Potential

Improving thinking skills, improving study skills, planning education

Eating habits, healthy foods, staying healthy, changing habits-the self change model

Developing Your Intellectual Potent

Effective communication, effective listening, effective speaking ,getting along with others, functioning in groups, how to delegate.

Definition-stress, handling change and stress, managing time, managing money, formulation of career plan, bring it all together

Unit 3: Career and Life Choices

Managing personal, lifelong career development.

Resource Choices… Making responsible decisions in the use of finances and other resources that reflect personal values and goals as well as a commitment to self and others.

Personal Choices… Understand the emotional/psychological, intellectual, social, spiritual, and physical dimensions of health and how these dimensions of health work together to contribute to personal well-being.

Reference Books :

LifeChoices Series: - LifeChoices: Careers, Healthy & Well, Relationships, Venturing Out

Online Resources:

1. the life-changing magic of tidying up: the japanese art of decluttering and organizing - marie kondo
2. how to organize (just about) everything: more than 500 step-by-step instructions for everything from organizing your closets to planning a wedding to creating a flawless filing system – peter walsh
3. Mindset: the new psychology of success -carol s. Dweck

Course Code 106

BBA – SDE - Sem -I (CBCS 2019)

Waste Management

Credits : 2 CCA : 50 marks

Course Type : **Generic Elective / Interdisciplinary**

Course Objectives:

- to expose students to the issue of waste and waste management tools and techniques applicable for waste disposal and management.

Learning Outcomes:

After completion of the course students

- will be able to understand solid waste sources, health and environmental issues related to solid waste management.
- will get knowledge about Sources, handling and control of Biomedical, Chemical, Nuclear and e-wastes.
- will be able to understand the issues regarding waste disposal and management and will become aware of Environment and health impacts due to solid waste mismanagement

Unit – I Solid Waste Management- 10 hrs

Introduction to waste Management

Introduction, Meaning, Solid waste including municipal, hospital and industrial solid waste; health and environmental issues related to solid waste management. Provisions in Indian Penal Code for Environmental protection.

Unit – II Biomedical, Chemical, Nuclear and e-wastes

Biomedical wastes – Types – Management and handling – control of biomedical wastes, Chemical wastes – Sources –Environmental effects – Need for control – Health and environmental effects. Nuclear waste – Management of nuclear wastes, e-waste- sources and management.

Unit – III

Waste reduction at source –Treatment and disposal techniques for solid wastes–composting, vermin-composting, autoclaving, microwaving, incineration, non- incineration, Thermal techniques, use of refuse derived fuels, land-filling. **ReduceReuse and Recycling Techniques:** Need for the concept-Various Types - Handmade Paper production –Reuse of materials-Recycle of material

Books Recommended:

1) A. D. Bhide and B.B. Sundaresan, "Solid Waste Management – Collection, Processing and disposal" Mudrashilpa Offset Printers, Nagpur, 2001.

2) Biomedical waste (Management and Handling) Rules, 1998.

3) George Tchobanoglous, Hilary Theisen, Rolf Eliassen; Solid Wastes: Engineering Principles and Management Issues; McGraw-Hill.

4) Manual on Municipal Solid Waste Management, New Delhi, Controller of Publications.

5) Freeman H.M. (1988) Standard Handbook of Hazardous Waste Treatment and Disposal, New York, McGraw-Hill.

6) Constitutional Law of India – J.N. Pandey 1997 (31st Edn.) Central Law Agency Allahabad.

7) Diganta Bhusan Das , Diganta Bhusan Das; Solid Waste Management: Principles and Practice

8) George Techobanoglous et al,"Integrated Solid Waste Management" McGraw - Hill, 1993.

9) A Study of Waste Management Systems in Pune Municiple Corporation, Rajendra Jagtap, Ph.D Thesis, Bharati Vidyapeeth University, Pune

List of Software/Learning Websites:

i. http://www.moef.nic.in/legis/hsm/mswmhr.html
ii. en.wikipedia.org/wiki/waste management
iii. http://www.cyen.org/innovaeditor/assets/Solid%20waste%20management.pdf
iv. http://www.ilo.org/oshenc/part-vii/environmental-pollution-control/item/514-solid-waste-management-and-recycling
v. www.houstontx.gov/solidwaste
vi. www.epa.gov/tribalmsw/
vii. www.unc.edu/courses/2009spring/.../SolidWasteIndiaReview2008.pdf
viii.http://www.digitalbookindex.org/_search/search010environmenwasterefusea.asp (e-books)

BACHELOR OF BUSINESS ADMINISTRATION

SEMESTER 2

Course Code 201

BBA- SDE - Sem -II (CBCS 2019)

Environment Studies

Credits : 2 CCA : 50 marks

Course Type : Generic / Open Elective

Course Objectives:

- To sensitize the students on the environmental issues
- To educate the students about the threats to the environment and natural resources

Learning Outcomes:

Learners will be able to understand the different aspects of environments, the threats posed by human activities and the solutions for the same.

Unit 1: Nature and Scope

The Multidisciplinary Nature of Environmental Studies Definition, scope and importance Need for public awareness.

Natural Resources Renewable and Non-renewable Resources: (a) Forest resources: (b) Water resources: (c) Mineral resources: (d) Food resources: (e) Energy resources: (f) Land resources:

Unit 2: Ecosystems

Concept, Structure and function of an ecosystem. Energy flow in the ecosystem.

Introduction, types, characteristic features, structure and function of the following ecosystem: (a) Forest ecosystem (b) Grassland ecosystem (c) Desert ecosystem (d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estauries)

Biodiversity and Its Conservation, Introduction, definition: genetic, species and ecosystem diversity. Threats to biodiversity: Endangered and endemic species of India. Conservation of biodiversity.

Unit 3 : Pollution

Environmental Pollution (a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution (e) Noise pollution (f) Thermal pollution (g) Nuclear hazards

Unit 4: Social Issues and the Environment

Urban problems related to energy. Water conservation, rain water harvesting, watershed management. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.

Unit 5:Environment and human health

Population growth, Environment and human health. Value education. HIV/AIDS. Women and Child Welfare. Role of Information Technology in environment and human health. Case Studies. Field Work -

Visit to a local area to document environmental assets—river/forest/grassland/hill/ mountain. Visit to a local polluted site—Urban/Rural/Industrial/Agricultural.

Reference Books :

1. Agarwal, K.C.2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.

2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd. , Ahmedabad — 380 013, India, Email: mapin@icenet.net (R)

3. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill lnc.480p

4. Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)

5. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001. Environmental Encyclopedia, Jaico Publ. House. Mumbai, 1196p

6. Dc A.K., Environmental Chemistry, Wiley Eastern Ltd.

7. Down to Earth, Centre for Science and Environment(R)

Course Code 202

BBA- SDE - Sem - II (CBCS 2019)

Principles of Management

Credits : 3 **UE + IA: 70:30**

Course Type : Core

Course Objectives:
Students will be given the opportunity to learn

- Basic concepts of management and to enable them to gain appreciation for emerging ideas, techniques, procedures and practices in the field of management.
- The role of leadership and management within an organization; appreciate different leadership styles and which one is suitable to a particular managerial context.

Learning Outcomes:

- Integrate management principles into management practices.
- Assess managerial practices and choices relative to ethical principles and standards.
- Specify how the managerial tasks of planning, organizing, and controlling can be executed in a variety of circumstances.
- Determine the most effective action to take in specific situations

Unit 1: Introduction of Management
Introduction to Management- Definitions & Characteristics of Management-Scope of Management--Functions of Management. Skills for a Manager. The Evolution of Management Thoughts- Scientific Management, General Principles of Management.

Unit 2: Planning
Overview of Planning: Introduction to Planning & it's Importance; Planning Process; Types of Planning, Decision making Process - Types and Techniques.

Unit 3: Organizing
Introduction & Definition- Concept of Organization-Principles of Organization-Creating an Organization Structure-Informal Organization- Departmentalization, line and staff relationship.

Unit 4: Leading
Defining leadership, ingredients of leadership, Trait approach to leadership, Behavioral approach to leadership, and different styles of leadership.

Unit 5: Controlling
Controlling- Basic Concept, Relationship between Planning & Controlling. The Basic Control Process, Requirement for Effective Control, Control Techniques, Use of IT for Controlling.

Reference Books :

1. Stephen P Robbins, David A Decanzo, Fundamentals of Management, Pearson Education.
2. Richard L Daft, The New Era of Management, Thomson.
3. Prasad L.M, Prinicipals & Practices of Management, Sultan Chand & Sons.
4. Philip Sadler, Leadership, Kogan Page.

Online Resources:

Journals:

1. HBR
2. Indian Management
3. Human Capital

MOOCs:

1. Strategic Management (Open2Study)
2. Introduction to Operations Management (Coursera)
3. Critical Perspectives on Management (Coursera)

Course Code 203

BBA- SDE - Sem - II (CBCS 2019)

Macro Economics

Credits : 3 **UE + IA: 70:30**

Course Type : Core

Course Objectives:

- To study the behavior and working of the economy as a whole.
- To study relationships among aggregates.
- To apply economic reasoning to problems of business and public policy.
- To enhance knowledge regarding current affairs of the economy as a whole.
- The course is designed to study the impact of monetary and fiscal policy on the aggregate behavior of individuals.

Learning Outcomes:

The learner will get acquainted with the principles of Macroeconomics, determination of and linkages between major economic variables ; level of output and prices, inflation, interest rates and exchange rates.

Unit 1: Basic Issues and features of Indian Economy 12 hrs

Macroeconomics- definition & nature, Scope , Importance, Limitations, Paradoxes,Macro economic variables. Concept and Measures of Development and Underdevelopment; Human Development**;** Composition of national income and occupational structure,Measurement of macroeconomic variables: National income accounting, Circular flow of income (four sector model), Methods to calculate national income, Stock and flow concept, Gross domestic product(GDP), Gross national product(GNP), Net domestic product(NDP), Net national product(NNP), Personal and Personal disposable income; Classical theory of income and employment:

Unit 2: Policy Regimes 12 hrs

a) The evolution of planning and import substituting industrialization.
b) Economic Reforms since 1991.
c) Monetary and Fiscal policies with their implications on economy

Unit 3: 12 hrs

Theory of Income & Employment, Says law of market, Keynes theory of Income & Employment: simple Keynesian model, components of aggregate demand, equilibrium income, changes in equilibrium, multiplier(investment, Government expenditure, lump sum tax, foreign trade), effect of fiscal andmonetary policy,Classical aggregate demand curve, Classical theory of interest rate, effect of fiscal andmonetary policy.

Unit 4: Money:**12 hrs**
Functions of money, quantity theory of money, determination of money supply and demand, Quantity Theory of Money

Business cycle & Inflation & Deflation:
Business cycle-nature, Features/Characteristics- Prosperity/Boom – Recession, Depression, Revival/Recovery

Inflation: Meaning , demand and supply side factors, causes & control,
Deflation: Meaning , causes & control, Phillips curve, Stagflation, Inflationary gap

Unit 5: :
Macro economic policy: Monetary policy, Fiscal policy

Economic scenario analysis, Out of inflation & deflation , which is worst and why?

- What is the current CRR & SLR ratio? Are this ratios appropriate for current condition of the country
- Which trade cycle is prevailing in India at present

Which monetary & fiscal policy do you suggest for current condition of India?

Reference Books :

1. AHUJA H L - MACRO ECONOMY
2. BUSINESS ECONOMICS (MACRO) BY GIRIJA SHANKAR & KIRAN JOTWANI
3. M L SETH – MACRO ECONOMICS
4. D N DWIVEDI – MACRO ECONOMY

Online Resources:

http://www.wisegeek.com/what-is-macroeconomics.htm

https://www.thoughtco.com/microeconomics-versus-macroeconomics-1147004

https://www.investopedia.com/terms/m/macroeconomics.asp

MOOCs:

https://swayam.gov.in/ *:*

https://alison.com/*:*

Course Code 204

BBA- SDE - Sem - II (CBCS 2019)

Management Accounting

Credits : 3 **UE + IA: 70:30**

Course Type : Core

Course Objectives:

- To Impart the Knowledge of Basic cost concepts, element of cost & Preparation of Cost Sheet.
- To provide basic knowledge of important Methods & Techniques of costing.
- To have basic knowledge about concept of management and cost audit

Learning Outcomes:

At the end of the course students should be able to
1. Understand basic cost concepts, element of cost & Preparation of Cost Sheet.
2. Have practical applications of important Methods & Techniques of costing.
3. Understand the application of concept of management and cost audit.

Unit 1: Introduction(8 Hours)
Definition, Nature and scope of Management Accounting, Limitations of Financial Accounting, Advantages and Limitations of Management Accounting, Difference between Financial and Management Accounting.

Unit 2: Introduction of Cost Accounting
Concept and need of Cost Accounting, Material, Labour and other Expenses, Classification of cost & Types of Costs, Preparation of Cost Sheet, Methods and techniques of Costing,

Unit 3: Budget and Budgetary Control(12 Hours)
Meaning and objectives of Budget, Definition, Meaning and objectives of Budgetary control, Advantages and disadvantagesof Budgetary Control, Types of Budget, Preparation of flexible budget and cash budget.

Unit 4: Marginal Costing&Standard Costing(20 Hours)
Definition and Meaning of Marginal Cost and Marginal Costing, importance and Limitations of Marginal Costing, Contribution, P/V Ratio, Break Event Point, Margin of Safety, Definition and Meaning of Standard Costing, Advantages and Limitations of Standard Costing ,Variance Analysis – Material and labour Variances only

Unit 5: Management Audit
Concept and Process of Audit, Essentials of Audit, Cost Audit its Objectives and Advantages, Management Audit its Objective and Advantages, Contents of Management Audit Reports.

Reference Books :

1. I.M. Pandey, Management Accounting
2. S.P.Jain and Narong., Advanced cost Accounting
3. S.N.Maheshwari, Cost Accounting.
3. Prabhu Dev , Cost Accounting, Himalaya Publication
4. Paul S Kr , Management Accounting. New Central Book Agency, Calcutta
5 Rebert N Anthony., Management Accounting D B taraporewala Sons, Bombay.

Online Resources:

1. Companies Annual Reports
2. Money control
3. SEBI and RBI Official Websites
4. NSE and BSE Official Websites

MOOCs:

https://swayam.gov.in/ *:*Accounting for Managerial Decisions
https://alison.com/*:* Fundamentals of Financial Accounting

Course Code 205

BBA- SDE - Sem - II (CBCS 2019)

Business Statistics

Credits : 3 **UE + IA: 70:30**

Course Type : Core

Course Objectives:

i) To familiarize the students with the basic statistical tools and their application in business decision-making.

ii) To develop the quantitative skills of the students so as to make them skilled at understanding data, comparing two or more data sets and predicting business data etc.

iii) To make the learner familiar with the processes needed to develop, report, and analyze business data.

Learning Outcomes:

i) Students will be able to solve problems in Statistics using appropriate concepts

ii) Students will be able to effectively apply the statistical tools for business applications

Unit 1: Descriptive statistics – Measures of Central Tendency and Dispersion

Arithmetic mean, median, Mode, G.M. Quartiles deciles, percentiles

Absolute and relative measures of dispersion, Range, quartile deviation, mean deviation, standard deviation, variance.

Unit 2: Correlation Analysis

Meaning of correlation, types of correlation, Methods of studying correlation, scatter diagram, Karl Pearson's coefficient, Rank Correlation

Unit 3: Regression Analysis

Meaning and applications, Lines of regression, regression coefficients, Business applications

Distinction between Correlation and regression

Unit 4: Probability

Basic Concepts in probability, definition of probability, random experiment, sample space, independent events, mutually exclusive events, conditional probability, Expected Value and Variance – E(X) and V(X), Bayes' Theorem

Unit 5: Association of Attributes

Introduction, Meaning and importance, Yule's Coefficient of association and interpretation

Teaching Methodology

- Lectures, tutorial and Field Work.
- Field work on collection of data through surveys and presentation of data using EXCEL to be carried out by students under the guidance of faculty.

Reference Books :

1. Dr. P Hazarika, Business Statistics, S. Chand & Co.
2. Bharadwaj, Business Statistics.
3. S.C. Gupta., Fundamentals of statistics
4. J. V. Tatke , Business Statistics
5. David L Eldredge., Business Statistics. South Western Thomson. USA
6. Amir D Aczel , Business Statistics. (Tata McGraw –Hill)

Online Resources:

https://www.edx.org/course/subject/data-analysis-statistics
https://www.class-central.com › Subjects › Mathematics

Moocs:

https://swayam.gov.in/ *:*
https://alison.com/
Statistics for International Business (Coursera)
Inferential Statistics (Coursera)
Basic Statistics (Coursera)
Statistical Reasoning for Public Health 1: Estimation, Inference, & Interpretation (Coursera)
Statistics in Education for Mere Mortals (Canvas.net)
https://alison.com/courses/math?locale=en&page=1&type\

BACHELOR OF BUSINESS ADMINISTRATION
OPEN COURSES SEMESTER II

Course Code 206
BBA- SDE - Sem - II (CBCS 2019)

Community Work – Swacch Bharat Abhiyan

Credits : 2 **CCA : 50 marks**

Course Type : Generic / Open Elective

Course Objectives:

i) This course aims to expose the students to Swach Bharat Abhiyan initiative of the government.

Learning Outcomes:

Students will be able to understand the details about the Swach Bharat Abhiyan and its impact on society.

Unit 1:

History, meaning, Goals of Cleanliness initiatives

Unit 2:

Initiators of cleanliness drive in India. Sant Ghadage Baba, Mahatam Gandhi, Efforts taken towards the Swach Bharat Abhiyan, Swach Bharat Mission.

UNIT 3:

Impact of Cleanliness initiatives. Social Awareness, Case Studies

COMMUNITY HOURS:
Internship of 15 days (100 hours) to be undertaken

Submit a report on a particular type of community involvement undertaken

References:

www.swachhbharaturban.in/
swachhbharatmission.gov.in

Course Code 206
BBA- SDE - Sem - II (CBCS 2019)

Sectoral Analysis

Credits : 2 CCA : 50 marks

Course Type : Generic / Open Elective

Course Objectives:

- To expose the students to the different sectors of the economy
- To enable the students to understand the importance and contribution of the sectors to business, economy and global environment
- To expose the students towards rural problems To awaken sense of responsibility amongst students towards senior citizens

Learning Outcomes:

Students will get exposure to the different sectors of the economy and their contribution to the national development.

Unit 1 :
Introduction to the sectors of the economy
Units 2:
Detailed view of the IT, Manufacturing, Agriculture, Banking Insurance, Service Sector, Retail etc
Unit 3:
Project work on detailed analysis of any one sector – national and global scenario

Reference Books :

1. S.A. Sherlekar ,Modern Business Organization And Management – (Himalaya Publishing House)
2. Y.K. Bhushan ,Fundamental Of Business Organization & Management – (S Chand Publishers)
3. Basu, C. R.; *Business Organization And Management*, Tata Mcgraw Hill, Publishing House, New Delhi, 1998
4. Business World

Course Code 206
BBA- SDE - Sem - II (CBCS 2019)

Smart Cities

Credits : 2	CCA : 50 marks
Course Type : Generic / Open Elective	

Course Objectives:

to give exposure to tools and techniques applicable for planning, controlling & monitoring of Smart Infrastructure and Cities. This subject would also enable to develop insight for managing project risks, uncertainties and complexities of smart cities
project.

Learning Outcomes:

Students will get an understanding of road map for Planning Smart Cities and benchmarking their performance for Indian context

Unit 1:

Introduction to Smart Cities, •Introduction to ‘"City Planning”, Understanding Smart Cities

Unit 2 :
Dimensions of Smart Cities, Global Experience of Smart Cities, Smart Cities –Global Standards and Performance, Benchmarks, Practice Codes, India “100 Smart Cities” Policy and Mission

Unit 3 :
•Smart City Planning and Development
•Financing Smart Cities Development
•Governance of Smart Cities, Case Studies on Smart Cities

Reference :
smartcities.gov.in

https://internetofthingsagenda.techtarget.com/definition/smart-city

BBA – SDE – SEM - III - CBCS 2019

301 :Computer Applications For Business

Course Code	301	**Course Type**	SEC
Credits	Two	**Examination Pattern**	CCA

Course Objectives:

to introduce IT in a simple language to all undergraduate students, regardless of their specialization.

to introduce the students to the world of computers and software applications.

Learning Outcomes:

This course will provide learners with a solid foundation on which to build a strong knowledge of computer applications for business.

students will learn how to use Microsoft Office applications and explore and examine the fundamentals of computer hardware and software.

Unit I: Introduction to Computer Fundamentals

Introduction to Computer, Computer System Hardware, Computer Memory, Input and Output Devices, Interaction between User and Computer, Introduction to Free and Open Source Software, Definition of Computer Virus, Types of Viruses, Use of Antivirus software

Unit II Basics of Operating System

Definition of Operating System, Objectives, types and functions of Operating Systems, Working with Windows Operating System: Introduction to The Desktop, Structure of Windows, Windows Explorer, File and Folder Operations, The Search, The Recycle Bin, Configuring the Screen, Adding or Removing New Programs using Control Panel, Applications in windows (Paint, Notepad, WordPad, Calculator)

Unit III:Use of Computer in Business

Data Processing, Files and Records, File Organization (Sequential, Direct/Random, Index) Computer Applications in Business – Need and Scope Computer Applications in various fields of Commerce: Personnel Administration, Accounting, Cost and Budgetary Management, Purchasing, Banking, Insurance and Stock-broking, e-governance Introduction to E-Commerce, Evolution of E-Commerce, Role of e-Commerce, e-Commerce Framework, e-Commerce Categories

Unit IV: Introduction to Business Communication Tools

MS-Word: Introduction, Starting MS-Word, MS-Word Screen and its Components, Elementary Working with MS-Word

MS-Powerpoint: Introduction, Starting MS-PowerPoint, Basics of PowerPoint, MS-PowerPoint Screen and Its Components, Elementary Working with MSPowerPoint

Unit V: Spreadsheet tool

MS-Excel: Introduction, Starting MS-Excel, Basics of Spreadsheet, MS-Excel Screen and Its Components, Elementary Working with MS-Excel.

Reference Books :

1) Computer Fundamentals By P.K. Sinha
2) HTML, Java Script, DHTML & PHP by Evan Bayross
3) Electronic Commerce A Managers Guide by Ravi Kalkota& Andrew Whinston
4) MS-Office in Nutshell by Sanjay Saxena

Online Resources:

https://www.tutorialspoint.com

youtube.com

MOOCs:

https://swayam.gov.in/

https://alison.com/en

BBA – SDE – SEM - III - CBCS 2019

302: Organizational Behavior

Course Code	302	**Course Type**	Core Course
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

- To expose the students to the fundamentals of Organizational Behaviour (OB) - such as working with people, nature of organizations, communication, leadership and motivation of people.
- To help students develop a conceptual understanding of OB theories
- to enable the students to put the ideas and skills of OB into practice

Learning Outcomes:

On completion of this course, students will be able

- to understand the dynamics of individual and organizational behavior and relationships.
- To understand the importance of organizational behavior in managerial functions.

Unit 1:
Introduction to Organizational Behavior : Definition, Evolution of the Concept of OB, Contributions to OB by major behavioral science disciplines, Challenge and Opportunities for OB managers, Models of OB study

Unit 2:
Foundations of Individual Behavior Attitudes and Job Satisfaction, Components of Attitude, Major Job Attitude, Job Satisfaction, Personality and Values, Personality Determinants, MBTI, Big – Five Model, Values, Formation, Types of Values, Perception, Factors influencing perception.

Unit 3: Motivation and Leadership
Motivation and Leadership Concept of motivation, Definition, Theories of Motivation, Maslow's need Theory, ERG Theory, Theory X and Theory Y, Two Factor Theory, McClelland"s Theory, Equity Theory, Vroom"s Expectancy Theory. Concept of Leadership, Theories of leadership, Traits of good Leader, Difference between Leader and Manager

Unit 4: Groups and Teams Foundations of Group Behaviour, Formation of Group, Group - Classification, Properties, Roles, norms, status, size and cohesiveness, Group decision making, Understanding teams, creating effective teams, Conflict Process, Conflict management communication. **Unit 5 :** Culture, Definition, Culture's function, need and importance of Cross Cultural management, Stressand its Management.
Reference Books : 1) Kavita Singh, Organizational Behavior, Vikas Publications 2) Robbins, Timothy Judge, SeemaSanghi, Organizational Behavior, Stephen Pearson Prentice Hall,12 edition 3) Fred Luthans, Organizational Behavior, McGraw Hill Inc. 4) John Newstrom and Keith Davis, Organizational Behavior, Tata McGraw Hill, 11 edition 5) AshwaThapa, Organizational Behavior
Online Resources: www.algonquincollege.com/ccol/courses/organizational-behaviour/ www.algonquincollege.com/ccol/courses/organizational-behaviour-3 https://www.imi.edu/delhi/organizational_behaviour_human_resources
MOOCs: https://www.mooc-list.com/tags/organizational-behavior https://www.openlearning.com/courses/organisational-behaviour-an-overview ttps://www.coursera.org/learn/managing-people-iese

BBA – SDE – SEM - III - CBCS 2019

303 :Principles of Marketing

Course Code	303	**Course Type**	Core Course
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Learning Objectives:	
1.	To enhance students' knowledge as regards to basics of marketing.
2.	To develop practical insights into application of marketing concepts.

LearningOutcomes: After studying this course students will be able to -	
1.	Understand the need and importance of marketing in the current business scenario.
2.	Analyze the need and importance of market segmentation, targeting and positioning.
3.	Understand the steps involved in developing a marketing plan.
4.	Know the recent trends in marketing.

Unit 1 :Introduction to Marketing
Marketing - Definition, Evolution, core concepts, Marketing v/s Selling, Role of a Marketing Manager in the current scenario, Marketing Environment – Internal and External Environment.

Unit 2 : Market segmentation, Targeting & Positioning (STP)

Market Segmentation, meaning, its benefits, Bases for segmenting Consumer market and Industrial market, Market Targeting, Product positioning concept.

Unit 3 : Marketing Research Nature & Scope, Marketing Research Process, Questionnaire designing & methods of data collection.

Unit 4 : Marketing Mix (7 P's of Marketing)

Product : Concept, Levels of Products – core benefit, basic product, expected product, augmented product and potential product, Product Life Cycle - concept, stages and its influence on marketing mix decisions.

Price : Meaning, Pricing objectives, Pricing Strategies - Skimming pricing, Penetration pricing and psychological pricing.

Place : Need and importance of distribution, Factors influencing selection of distribution channel, Channels of Distribution – Manufacturer, wholesaler, retailer, carrying and forwarding agents, e-tailer, Channel Conflict – Concept, types of channel conflict.

Promotion : Promotion Mix – Elements : Advertising, Sales Promotion, Personal Selling, Publicity, Public Relations, Direct Marketing etc.
Brief overview of people, process and physical evidence.

Unit 5 :Recent Trends in Marketing

Digital Marketing – Meaning, Importance, Green Marketing - Meaning, Importance, Use of Information Technology in marketing practices – Virtual marketing, E-buying behavior etc

Reference Books:

1) Dr. Philip Kotler, Marketing Management.
2) Ramswamy&Namkumari, Marketing Management, Indian context.
3) RajanSaxena, Marketing Management, Tata McGraw Hill Publication.
4) Tapan Panda, Marketing Management, Excel Publication.
5) William Stantan, Fundamentals of Marketing.

Journals:

1. Journal of Marketing (American Marketing Association).
2. European Journal of Marketing (Emerald Publishing Limited).

MOOCS:

a) https://swayam.gov.in/courses/147-principals-of-marketing-mgmt
b) https://www.coursera.org/browse/business/marketing
c) https://www.mooc-list.com/tags/marketing
d) https://www.bestmarketingdegrees.org/best-moocs-marketing

Other Readings:

Marketing Whitebook 2018.

BBA – SDE – SEM - III - CBCS 2019

304 :Introduction to Financial Management

Course Code	304	**Course Type**	Core Course
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

1. To provide a conceptual orientation and application of financial management

2. To provide a basic understanding of financial sources and capital structure.

Learning Outcomes:

1. Students will be able to gain basic understanding of financial management.

2. Students will be able to have knowledge of financial sources and capital structure.

Unit 1 : Introduction to Financial Management

Finance : Definition, Nature and Scope of Finance Functions

Financial Management : Meaning, Scope, Objectives

Profit v/s Wealth Maximization, Organization of Finance Function, Role of finance manager in globalised environment

Unit 2 : Sources of Long term Finance

Equity shares, Preference shares, Debentures, Public Deposits, Borrowing from banks : Their Meaning, Types, Merits and Demerits

Unit 3 : Capital Budgeting Decision

Meaning, Importance, Time Value of Money

Techniques of evaluation : Payback period, Accounting rate of return, Net present value, Profitability Index, Internal rate of return

Unit 4 : Capital Structure

Meaning, Factors to be considered while framing capital structure

Leverage : Operating financial and combined leverage

Cost of Capital : Importance and concept, Measurement of cost of debt, cost of preference share capital, equity share capital, cost of retained earnings and weighted average cost of capital

Dividend Policy : Meaning and factors affecting Dividend Decision

Unit 5 : Management of Working Capital

Meaning, Determinants of working capital, Operating Cycle, Estimation of Working Capital, Source ofFinancing Working Capital : Reserves and Surplus, Bonus Shares and Retained Earnings

Reference Books :

1. J. M. Pandey, Financial Management, Vikas Publishing House
2. M.Y. Khan & P.K. Jain: Financial Management Text Problem and Cases, Tata McGraw Hill Pubilshlng Co. Ltd.
3. R. P. Rustogi: Financial Management: Theory Concepts and Practices, Taxmann Publication.
4. Prasanna Chandra, Financial Management, Tata McGraw Hill Publishing co. Ltd., New Delhi
5. R. M. Shrivastava, PragatiPrakashan, Meerut
6. Maheshwari S. N., (2009), Financial Management, Principles and Practice, 9th Edition Sultan Chand & Sons.
7. I.M. Pandey: Financial Management: Theory and Practices, Vikas Publishing House
8. R.A. Brealey, S.C. Myers, F. Allen& P. Mohanty: Principles of Corporate Finance**,** McGraw Hill Higher Education
9. J.V. Horne & J.M. Wachowicz: Fundamentals of Financial Management Prentice Hall

Online Resources:

1. Investopedia for basic financial concept

2. NSE – BSE Official websites

3. Moneycontrol for analytical study

MOOCs:

1. Allison

2. Swayam

BBA – SDE – SEM - III - CBCS 2019

305 :Entrepreneurship Development

Course Code	305	**Course Type**	Core Course
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Course Objectives: The aim of this course is

- to provide the students with introduction to the process of creating new businesses, role of entrepreneurs, importance of creativity and innovation in entrepreneurial start-ups.
- To understand the management of family-owned companies,context of social innovation and social entrepreneurship and issues and practices of financing entrepreneurial businesses.

Learning Outcomes:

At the end of the course, the students will have a fair idea about aspects of entrepreneurship development, role of entrepreneurs, and the importance of entrepreneurship in nation building along with the challenges and opportunities.

Unit-1 Introduction to Entrepreneurship Development

Concept of Entrepreneurship – Definition – Meaning – Types – Qualities of an Entrepreneur – Classification of Entrepreneurs – Factors influencing Entrepreneurship – Role of Entrepreneurs in nation building, Difference between entrepreneur and manager.

Unit-2 Entrepreneurship, Creativity And Innovation

Idea Generation, Business idea generation techniques, Identifying Business Opportunities and Evaluation.Stimulating Creativity; Organizational actions that enhance/hinder creativity, Process of Innovation, Sources of Innovation in Business;

Unit 3: Business Plan

Meaning and importance of business plan, Preparation of Business Plan, Feasibility study – Marketing, Finance, Technology& Legal Formalities.

Unit 4: Financing entrepreneurial ventures

Sources of entrepreneurial finance, Entrepreneurial Development – Agencies – Commercial Banks – District Industries Centre – National Small Industries Corporation – Small Industries Development Organization – Small Industries Service Institute. All India Financial Institutions – IDBI –IFCI – ICICI – IRDBI.

Unit 5: Emerging Forms

Forms of ownership – Sole proprietorship; partnership; limited liability partnership, corporation; advantages/disadvantages. Franchising; advantages/disadvantages of franchising; types of franchise arrangements. Start ups, support of government for startups, case studies of popular startups.

Family Businesses – concept, structure and types. Women entrepreneurs – challenges and growth.

Reference Books :

1. Khanka S. S. – Entrepreneurship Development, S. Chand.
2. Burns, P. (2001). Entrepreneurship and small business. New Jersey:Palgrave.
3. Gersick, K. E., Davis, J. A., Hampton, M. M., &Lansberg, I. (1997). Generation to generation: Life cycles of the family business. Boston: Harvard Business School Press.
4. Holt, D. H. (2004). Entrepreneurship new venture creation. New Delhi: Prentice Hall of India.
5. Kaplan, J. (2004). Patterns of entrepreneurship. Wiley.
6. Khandwalla, P. (2003). Corporate creativity. New Delhi: Tata Mc.Graw Hill.
7. Mullins, J. (2004). New business road test. New Delhi: Prentice Hall.
8. Prahalad, C. K. (2006). Fortune at the bottom of the pyramid ,eradicating poverty through profits. Wharton school Publishing.
9. Stevenson, H. (Ed.). (2007). Perspective on entrepreneurship. Boston:Harvard Business Press.

Online Resources:

https://www.entrepreneur.com/

https://www.toppr.com/guides/business-studies/entrepreneurship-development/

https://www.entrepreneur.com/article/238908

https://www.Youtube.com/

https://www.shopkeep.com/blog/the-7-best-free-resources-for-planning-your-new-business

http://dst.gov.in/scientific-programme/t-d-tdb.htm

MOOCs:

https://startupindia.upgrad.com/ - Startup India Learning Programme Swayam

BBA – SDE – SEM - III - CBCS 2019

306 :Community Work-III (Open Course)

Course Code	306	**Course Type**	GE
Credits	Two	**Examination Pattern**	CCA

Course Objectives:

This course aims to expose the students to the societal issues and help them participate in the community service through trips/events organized at institute, state level etc and also to Volunteer at events like fundraising activities, fairs, festivals, slums, non profit organization etc

(I) To expose the students towards social reality and role of community development for social upliftment and well being

(II) To involve students in community work through active involvement and participation

Learning Outcomes:

Students will be able to know the community needs and understand their role towards community development

Unit 1: Community work through Education

Teaching at Schools, Teaching at Orphanages, Teaching to poor children ,study the role of government in the education sector ,study the NGOs particularly working in education sector.

Unit 2:Community Work for Slums

Learn the government facilities ,NGOs which are working for the slums and try to connect any NGO.

UNIT 3:Community Work for Environment

Role of Govt.and NGOs which are working to save the environment, Initiatives like Clean your city drive,Cycle day, Awareness of Dry and wet waste classification, Tree Plantation Drive, Environemnt awareness activities etc.

COMMUNITY HOURS:

Participate in community service trips/events organized at institute, state level etc , Volunteer at events like fundraising activities, fairs, festivals, slums, non profit organization etc , Submit a report on a particular type of community involvement undertaken.

Reference Books : 1. An Introduction to Community Development, Rhonda Phillips, Robert Pittman – 2014 2. Community Development in Asia and The Pacific, Manohar S. Pawar, 2009,
Online Resources: https://community-wealth.org/sites/clone.community-wealth.org/files/downloads/tool-enterprise-directory.pdf https://www.ahaprocess.com/solutions/community/events-resources/free-resources/
MOOCs: https://alison.com/course/diploma-in-community-development

BBA – SDE – SEM - III - CBCS 2019

306 :Start-Up Management (Open Course)

Course Code	306	**Course Type**	GE
Credits	Two	**Examination Pattern**	CCA

Course Objectives:

The objectives of the course is

- To Introduce to the students the idea of start ups and their role in the society and nation
- To impart knowledge about the organization and management of start ups

Learning outcomes:

Students will be able to understand the role of start ups and case studies of well knownstart ups in India.

Unit I:

Meaning of Start ups, Formation of a start up, idea generation for start ups, scaling up process.

Unit II:

Managing a startup, Customer Development, Market Sizing, Lean Startups, Support by government for startups,

Unit III:

Case Studies on well knownstartups

Reference Books :

1) Khanka S. S. – Entrepreneurship Development, S. Chand.
2) Burns, P. (2001). Entrepreneurship and small business. New Jersey:Palgrave.
3) Mullins, J. (2004). New business road test. New Delhi: Prentice Hall..

Online Resources:

https://www.entrepreneur.com/

https://www.shopkeep.com/blog/the-7-best-free-resources-for-planning-your-new-business

MOOCs:

https://startupindia.upgrad.com/ - Startup India Learning Programme

Swayam

BBA – SDE – SEM - III - CBCS 2019

306 : Agro Tourism (Open Course)

Course Code	306	**Course Type**	GE
Credits	Two	**Examination Pattern**	CCA

Course Objectives:
The objectives of the course is to familiarize students with principles and relationship between tourism and agricultural activities.

Learning outcomes:
Students will be able to obtain and diversify knowledge from tourism, rural tourism and their specific form agri-tourism.

Unit I: Introduction, importance, scope, forms of agro-tourism, advantages and implementations, sustainability component, difficulties involved.

Unit II:
Govt. policies and legislations in respect of tourism and agro-tourism and environment protection laws. Requirements for Agro-tourism Farm, forest, garden, fish tank/ponds, residential huts, etc. Introduction to Indian culture through agro tourism.

Unit III:
Profiling the tourist for: age, sex, life cycle, education, employment, income, satisfaction and expectations, values, purpose of visit, accommodation, duration of stay, preferences and perceptions regarding area management, environmental concerns, involvement and responsibility, motivations, etc.

Reference Books :

1. Talwar, Prakash. Travel and Tourism Management. Gyan Books Pvt., Ltd.,Main Ansari Road, Darya Ganj, New Delhi- 110 002.
2. Bagri, S. C. Trends in Tourism Promotion 2003.International Books Distributors, 9/3, Rajpur Road, Dehradun-248 001 Uttarakhand (India).

Online Resources:

http://www.agritourism.in
http://www.ecoindia.com

MOOCs:

https://www.mooc-list.com/tags/tourism
https://www.coursera.org/
https://swayam.gov.in/
https://alison.com/courses?query=agriculture+tourism

BBA – SDE – SEM - IV - CBCS 2019

401 : Enhancing Personal & Professional Skills

Course Code	401	**Course Type**	SEC
Credits	Two(Theory – 1, Lab – 1)	**Examination Pattern**	CCA

Course Objectives:

Students will be able

- To understand the importance of soft skills and personality development
- to learn how to build personality
- To stress upon the importance of time management
-

Learning Outcomes:

Students will be able

- to identify their strengths and weaknesses and be motivated to work upon them
- to Speak with clarity and confidence, thereby enhancing their employability skills.
- Identify his/her creative self, and express effectively the same

Unit 1:Introduction to Soft Skills

Skills to Master : Meaning and importance of soft skills, Types of soft skills, Social skills, thinking skills, exhibiting and identifying soft skills, improving soft skills.

Self Discovery: SWOT Analysis, JOHARI WINDOW, Developing positive attitude, Examples of positive attitudes, positive attitude and its results, Examples of negative attitudes , Negative attitude and its results.

Exercise: Top 60 soft skills, Measure your soft skills.

Unit 2: Art of Speaking(The Voice) :

Importance of voice clarity, Art of public speaking, Modulation, Intonation, Inflection, How to Overcome stage fear. Importance and benefits of public speaking. telephone speaking skills.

Exercise: Extensive exercise to be performed in class room speaking with necessary inputs on grooming, voice modulation eye-contact and consistency.

Unit3: Etiquette and Mannerism:(12 hours)

Introduction: Manners and etiquette, practicing good manners, Professional manners: Social skills, interacting with people. Politeness and amicability, sportiveness, valuing time, respectfulness, Mobile manners, Table etiquettes.

Professional etiquettes: Etiquettes at meeting, dining.

Technology Etiquettes: Phone, Email, Social media, Video conferencing, Web interviews.

Business Correspondence: Writing business letters, Memos, placing orders, Invoice, quotations. Exercise: Writing letters.

Exercise :Analytical questions on etiquettes.

Unit 4: Stress and Time Management:

Stress Management: Identify the stress source, signs of stress, behavior identified
Time Management: The 80:20 rule. Take a good look at the people around you. Sense of time management, Three secrets of time management,

Effective scheduling : Grouping of activities, Five steps to successful time management.Overcoming procrastination and time management tips for students.

Exercise: Test your time management skills.

Unit 5: Team Building and Team work:

Introduction: Aspects of team building- skills needed for teamwork –A model of team building. Team Vs. Group. Characteristics of effective team. Role of team leader, Inter group collaboration, factors shaping inter-group collaboration.

Exercise: Test your teamwork skills.

Reference Books :

1. Dr. K . Alex: Soft skills, S. Chand
2. Gajendrasingh Chauhan, SangeetaSharma ,Soft Skills , Wiley.
3. Covey Steven,Seven Habit of Highly Effective Teens , New York, Fireside Publishers, 1998.
4. Carnegie Dale, How to win Friends and Influence People, New York: Simon & Schuster, 1998.
5. Thomas A Harris,I am ok, You are ok, New York - Harper and Row, 1972
6. Daniel Coleman, Emotional Intelligence , Bantam Book, 2006
7. Jack Canfield , The Success Principles.
8. *De. Bono E. "Lateral Thinking".*
9. *Kelley T, Kelley D. "Creative confidence Unleashing the creative potential within all of us."*

Website for Online courses:

https://www.bvrit.ac.in/Freshman_Lab_Manuals/Professional%20Skills%20&%20Personality%20Develop

ment%20Lab/Professional%20Skills%20and%20Personality%20Development(PSPD).pdf https://www.learningtree.com/courses/297/personal-skills-training-for-professional-excellence/
MOOCs: https://onlinecourses.nptel.ac.in/noc17_hs11/preview https://www.coursera.org/specializations/wharton-success https://alison.com/courses/personal-development https://www.learningtree.com/courses/297/personal-skills-training-for-professional-excellence/

BBA – SDE – SEM - IV - CBCS 2019

402: Human Resource Management

Course Code	402	**Course Type**	Core Course
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

- To help students understand the basic elements of Human Resource Management
- To facilitate the students to acquire the specific knowledge and skills associated with human resource management in organizations.

Learning Outcomes:

The course will prepare the students to understand and perform the essential functions of human resource management in organizations.

Unit 1:

Human Resource Management (HRM) : Definition, Nature, Scope, Functions and Objectives of HRM, Organization and functions of HR Department. Changing environment of HRM – globalization, cultural environment, technological advances. HRM issues in Indian organization, Strategic HRM – case of TATA.

Unit 2:

Human Resource Planning (HRP) : Importance and benefits of HRP**,** Steps in Human resource planning process, Factors affecting HRP, Job analysis, job description and job specification, Job Analysis – importance and methods, Job Design – meaning, steps and benefits, Factors Affecting Job Design.

Unit 3:

Recruitment and Selection: Recruitment - meaning**,** Recruitment Process, Sources of Recruitment, Outsourcing, Selection Process – meaning and steps, Tests, Interviews, assessment centres, Placement of personnel.

Unit 4:

Induction and Training : meaning, objective and purpose of induction,
Training – need for training, benefits of training, identification of training needs, Methods of training.

Unit 5:

Performance Appraisal: Performance Appraisal – meaning, definition, objectives, methods and limitations of performance appraisal, Job Evaluation – concept, objectives and procedures of job evaluation.

Reference Books :

1) V. S. P. Rao, Human Resource Management
2) Dwivedi R. S., Managing Human Resources and Personnel Management in India Enterprises,

Galgotia Publishing Company
3) Clarke Liz, The Essence of Change, Prentice Hall of India Pvt. Ltd., 1997
4) Dessler G., Human Resource Management, Pearson Education Pvt. Ltd.
5) Stephen Robbins, The Management of Human Resource Management

Online Resources:

https://www.coursera.org/specializations/human-resource-management

https://www.humanresourcesedu.org/what-is-human-resources

https://fiuonline.fiu.edu/.../online.../master-of-science-in-human-resources-manageme

https://www.slideshare.net/Farrah1978/job-analysis-job-design-job-specification

MOOCs:

https://www.class-central.com › Coursera.

https://www.coursera.org/specializations/human-resource-management

https://www.my-mooc.com/.../mooc/managing-human-resources-hospitality-hkpolyux.

BBA – SDE – SEM - IV - CBCS 2019

403: International Business

Course Code	403	**Course Type**	Core Course
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

- To acquaint the student with emerging issues in international business
- To study the impact of international environment on foreign market operations of a firm

Learning Outcomes:

- Students will be able to understand and apply the concepts of international business to current global development issues.

Unit 1 : International Business Environment

- Nature, Definition of International Business
- Theories of International Trade / Mercantilism - Ricard's Theory / Smith Theory, Heckscher-Ohlin Theory / Porters Model
- Role of culture in business environment

Unit 2 : Foreign Trade:

- Balance of Trade
- Balance of Payments

Unit 3 : Foreign Exchange Market

- Meaning of Exchange rate
- Determination of Exchange rate – Fixed, Flexible and Managed

Unit 4 : International Financial Institutions

- International Monetary Fund (IMF) – Objectives and functions.
- World Bank – Objective and Functions

Unit 5 : India's Foreign Trade

- Composition and direction of India's Foreign Trade
- Current Foreign Trade Policy of India.

Reference Books :

1) Miltiades Chacholiades, International Economics, McGraw Hill Publishing Co., New York,

1990

2) W. Charles Sawyer and Richard L. Sprinkle, International Economics, Prentice Hall of India Pvt. Ltd.

3) M. L. Jhingan, International Economics, Vrinda Publications, Delhi,

4) Charles Hill, Arun Kumar Jain, International Business, Competing in the Global Market Place, Tata McGraw Hill, New Delhi, 2008

Online Resources:

https://internationalaffairsresources.com/intlbus.html

https://www.bestcolleges.com/resources/international-business/

MOOCs:

https://www.mooc-list.com/course/international-business-i-coursera

BBA – SDE – SEM - IV - CBCS 2019

404: Basics of Business Research

Course Code	404	**Course Type**	Core Course
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

- To give the learner an understanding of the basic techniques and tools of business research.
- To provide an exposure to the learners about business research which they are expected to possess when they enter the industry as practitioners.

Learning Outcomes:

Learner will be able to understand and apply the steps involved in a research project. Students will be able to know the skill of writing a research report.

UnitI:Introduction to Business Research(12hours)

Nature and Scope of Research, Definition, objectives and types of business research, Role of Research indecision making. Steps of the Research process, Steps in Problem Formulation, writing the research proposal – objectives, hypothesis, methodology, time frame.

Unit II: Research designs

Research Design: importance and types - Exploratory, Descriptive, Causal.

Sampling – need and importance of sampling, Sampling techniques, representative sample,

Unit III: Data Sources

Secondary Data - Advantages & Disadvantages, Criteria for evaluating secondary sources, Primary Data Collection: Comparison of different methods of collecting primary data, Observation, interviews – personal and telephone, questionnaire – self administered, mail, email, Qualitative Research Tools: in-Depth Interviews, focus groups and projective techniques; Surveys.Measurement: Scales of Measurement -Nominal, Ordinal, Interval and Ratio. Questionnaire – form& design.

Unit IV:Data Analysis(12hours)

Data Analysis – Basic data analysis - frequency distribution, Diagrammatic and Graphic representation, concept of univariate, bivariate and multivariate analysis.

Unit V: Report Writing (12 hours)

Types of reports, steps in Writing Reports , Format of a good report, Precautions in report writing.

Reference Books :

1. Cooper & Schindler: Business Research Methods McGraw-Hill Education,
2. Aaker, Kumar, Day - Marketing Research. Wiley.
3. Gupta Kirti, Research Methodology - Tools and Techniques, NiraliPrakashan.

Online Resources:

https://edisciplinas.usp.br/pluginfile.php/2317618/mod_resource/content/1/BLOCO%202_Research%20Methods%20The%20Basics.pdf

http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf

http://edutechwiki.unige.ch/en/Research_methodology_resources

http://rmit.libguides.com/researchmethods

https://study.com/academy/lesson/research-methodology-approaches-techniques-quiz.html

MOOCs:

https://www.coursera.org/learn/research-methods

https://www.class-central.com/tag/research%20methods

https://www.openlearning.com/accounts/login/?force=1&redirectTo=/courses/enrol/?activationCode=&course=courses/introduction-to-research-methodology&inviteData=&cohortName=&redirected=True&enrol=1

BBA – SDE – SEM - IV - CBCS 2019

405: Business Laws

Course Code	405	**Course Type**	AECC
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

To educate the students about the different laws related to business

Learning Outcomes:

Student will be able to understand the importance and relevance of the various laws related to business

Unit I:

The Indian Contract Act 1872: Meaning and Essentials of contract; Kinds of contract-Based on: validity, formation & performance, law relating to offer and acceptance, consideration, competency to contract, free consent, Void agreements, performance of contracts, discharge of contracts, breach of contracts and quasi contract, Special contracts: contract of indemnity and guarantee, bailment and pledge, and agency.

Unit II:

Sale of Goods Act 1930: Sale and agreement to sell, implied conditions and warranties,

sale by non-owners, rights of unpaid seller.

Negotiable Instruments Act 1881:

Meaning of negotiable instruments, type of negotiable instruments, promissory note, bill of exchange, cheque.

Unit III:

The Companies Act 2013:

Meaning and types, Incorporation, Memorandum & Articles of association, Prospectus, Issue of shares and bonus shares, rights issue, sweat equity, role of directors, share qualification, company meetings.

The Limited Liability Partnership Act 2008:

Meaning and nature of limited partnership, formation, partners & their relations, extent and limitation of liability.

Unit IV:

Consumer Protection Act 1986:

Objectives and machinery for consumer protection, defects and deficiency removal, rights of consumers.

Unit V:

The Right to Information Act 2005:

Salient features and coverage of the act, definition of terms information, right, record, public authority; obligations of public authorities, requesting information and functions of PIO.

Reference Books :

1. M.C.Kucchal: Business Law/Mercantile Law, VikasPublishing.House (P) Ltd.
2. M.C.Kucchal,&VivekKucchal: Business Legislation for Management, Vikas Publishing House (P) Ltd.
3. Dr. G. K. Kapoor & Sanjay Dhamija: Company Law and Practice-A comprehensive textbook on Companies Act 2013, latest edition, Taxmann.
4. Avtar Singh: Principle of Mercantile Law, Eastern Book CompanyGulshan Kapoor: Business Law, New Age International Pvt Ltd Publishers
6. Maheshwari&Maheshwari: Principle of Mercantile Law, National Publishing Trust
7. Rohini Aggarwal: Mercantile & Commercial Law, Taxmann.

Online Resources:

https://www.khanacademy.org/

MOOCs:

https://alison.com/en

Generic Electives / Interdisciplinary

BBA – SDE – SEM - IV - CBCS 2019

406: Community Work-IV

Course Code	406	**Course Type**	**GE - Generic Elective / Interdisciplinary**
Credits	Two	**Examination Pattern**	CCA : 50 marks

Course Objectives:

This course aims to expose the students to social issues and help them Participate in community service through trips/events organized at institute, state level etc and also to Volunteer at events like fundraising activities, fairs, festivals, slums, nonprofit organization etc

(I) To expose the students towards social reality and role of community development for social upliftment and well being
(II) To involve students in community work through active involvement and participation

Learning Outcomes:

Students will be able to know the community needs and understand their role to contribute meaningfully towards community development

Unit 1:

Community work in Food and Nutrition related social concerns ,role of government and NGOs in India

Unit 2:

Community work for old age people and its related social concerns, role of government and NGOs in India

UNIT 3:

Community work for woman empowerment ,its related social concerns ,role of Govt. and NGOs

in in India

COMMUNITY HOURS:

Participate in community service trips/events organized at institute, state level etc , Volunteer at events like fundraising activities, fairs, festivals, slums, non profit organization etc , Submit a report on a particular type of community involvement undertaken

Reference Books :

a. An Introduction to Community Development, Rhonda Phillips, Robert Pittman – 2014
b. Community Development in Asia and The Pacific, Manohar S. Pawar, 2009,

Online Resources:

https://community-wealth.org/sites/clone.community-wealth.org/files/downloads/tool-enterprise-directory.pdf

https://www.ahaprocess.com/solutions/community/events-resources/free-resources/

MOOCs:

https://alison.com/course/diploma-in-community-development

BBA – SDE – SEM - IV - CBCS 2019

406: Basics of Taxation

Course Code	406	**Course Type**	**GE - Generic Elective / Interdisciplinary**
Credits	Two	**Examination Pattern**	CCA : 50 marks

Course Objectives:

1. To provide a basic knowledge about direct tax system in India

2. To provide a basic knowledge about indirect tax system in India.

3. To upgrade with the latest amendments in taxation policy of India..

Learning Outcomes:

1. Students will be able to have a basic knowledge about direct tax system in India

2. Students will be able to have a basic knowledge about indirect tax system in India.

3. Students will be upgraded and upskilled with the latest amendments in taxation policy of India..

Unit 1: Introduction

Basic concepts: Income, agricultural income, person, assessee, assessment year, previous year, gross total income, total income, maximum marginal rate of tax; Permanent Account Number (PAN) Residential status; Scope of total income on the basis of residential status Exempted income under section 10

Unit 2: Direct and Indirect Tax

Income from Salaries; Income from house property, Profits and gains of business or profession; Capital gains; Income from other sources, Deductions from gross total income; Rebates and reliefs Computation of total income of individuals and firms; Tax liability of an individual

Indirect taxes.

Unit 3: Overview of GST.

Overview Of GST:Introduction to GST-Key Concepts – Taxes under GST – Central GST – State GST – Union Territory GST – Integrated GST - Cess

Reference Books :

1. Shukla and Grewal: Advanced Accounts. (S. Chand & Co. Ltd. New Delhi)

2. Jain and Narang: Advanced Accounts.(Kalyani Publishers, Ludhiana)

3. Sr. K. Paul: Accountancy, Volume-I and II.(New Central Book Agency, Kolkata)

4. R. K. Lele and Jawaharlal: Accounting Theory (Himalaya Publishers)

5. Dr. L. S. Porwal: Accounting Theory (Tata McGraw Hill).

6. Robert Anthony, D.F.Hawkins& K.A. Merchant: Accounting Text &

Cases (Tata McGrawHill

Online Resources:

1. https://incometaxindiaefiling.gov.in/

2. https://www.taxmann.com/#

3. http://www.gstcouncil.gov.in/

MOOCs:

Alison

Swayam

BBA – SDE – SEM - IV - CBCS 2019

406: YOGA - I

Course Code	406	**Course Type**	**GE - Generic Elective / Interdisciplinary**
Credits	Two	**Examination Pattern**	CCA : 50 marks

Course Objectives:

To introduce the practice of yoga and its benefits to students

To impart practices of basic yogic kriyas

Learning Outcomes:

Students will be able to understand the advantages of Yoga and practice basic yogkriyas

UNIT-I

i) Origin of Yoga & its brief development.

ii) Meaning of Yoga & its importance

iii)Yoga as a Science of Art (Yoga Philosophy).

iv)Meaning of meditation and its types and principles.

UNIT- II

i) Classification of Yoga/Types of Yoga
ii) Hatha Yoga , Raja Yoga, Laya Yoga, Bhakti Yoga, Gyan Yoga, Karma Yoga.
iii) Asthang Yoga.

UNIT -III

i) Principles of Yogic Practices.
ii) Meaning of Asana, its types and principles.
iii) Meaning of Pranayama, its types and principles.
iv) Meaning of Kriya its types and principles.
v) Yogic therapies and modern concept of Yoga
vi) Naturopathy, Hydrotherapy, Electrotherapy, Messotherapy, Acupressure, acupuncture.

Reference Books : 1. Yoga – Asanas, Pranayam, Mudras, Kriya, Vivekananda Ashram 2. Yoga – SivanandYog Vedanta Center
Online Resources: https://www.yogatoday.com/ https://www.youtube.com/user/yogatoday https://m.youtube.com/user/yogawithadriene/playlists
MOOCs: Swayam

BBA- SDE - Sem -V (CBCS 2019)

501: Summer Internship – Report & Viva

Course Code	501	**Course Type**	SEC
Credits	Six	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

1. Assist the student's development of employer-valued skills such as teamwork, communications and attention to detail.
2. Expose the student to the environment and expectations of performance in private/public companies or government entities.
3. Enhance and/or expand the student's knowledge of a particular area(s).
4. Expose the student to professional role models or mentors who will provide the student with support in the early stages of the internship and provide an example of the behaviors expected in the intern's workplace.

Learning Outcomes:

The internship helps in connecting organizations with student. This access results in opportunities to consult with real-world companies on real-world challenges, building relationships that can result in lasting connections with successful organizations that students continue to benefit from after graduation.

Details:

At the end of Semester IV a student shall be required to prepare a project in any one of the functional areas of business i.e.

- Marketing Management
- Human Resource Management
- Financial Management.
- International Business Management
- Banking and Insurance Management
- Hospitality Management

- Financial Market

The Summer Training should be conducted in an organization under the guidance of a faculty member. The duration will be for 50 days. The report is to be prepared and submitted to the institute during the semester V.

Reference Books : Follow the Monograph and conduct in coordination with Corporate Resource Center of the Institute

BBA- SDE - Sem -V (CBCS 2019)

502: Management of Services

Course Code	502	**Course Type**	Core Course
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Learning objectives:

- To provide in-depth insight in managing and delivering of quality services
- To create awareness about the services sector, the challenges and opportunities therein.
- To understand the need and importance of people , process and physical evidence in services marketing mix.

Learning outcomes

After studying this course students would be able to

- Understand the challenges and opportunities involved in services sector.
- Understand the aspects of developing new services, promoting the services and making it available in a convenient manner.

Unit 1: Introduction to Services and Service sector

Meaning of Services, Differences between goods and services, Characteristics of Services , Classification of Services, Growth of Service Sector in India, Factors responsible for growth of service sector in India.

Unit 2:Marketing of Services :

7Ps in Service Marketing –

Service Product – service life cycle,

Pricing the Service- factors involved in pricing the services,

Service Location (Place) and Channels of Services,

Promotion and Communication of Services – promotion mix,

People in Services – role of service employees, training of service employees,

Process in Services – service as a process,

Physical Evidence in Services.

Unit 3: Quality of Services:

Meaning of service quality, Importance of service quality, quality issues in services. Role of information technology in improving service quality.

Unit 4: Management Demand and Supply of Services

Patterns and determinants of demand, strategies for managing demand, service capacity management.

Unit 5: Introduction To Management Of Different Service Sectors

Banking Services: - Concept – Scope and Importance, Human Resource Management in banking services,

Hotel Services: - Concept, Scope and Importance, Profile of Services, H. R.M and Customer Care, Management of Hotel Services in India.

Management of Insurance Services : Concept, Scope and Importance

Management of Transport Services : Concept, Scope and Importance, – Passenger transport and Goods transport – Road, Rail and Water Transport. Challenges faced.

Management of Consultancy Services: Concept, Scope and Importance. Types of Consultancy Services – Legal, Technical, Financial, Medical and Managerial.

Management of other Services : Tourism, Entertainment, Education and Telecommunication: Introduction, Formulation of Marketing mix of these Services.

Reference Books:

1) Service Management & Marketing – Christian Gronroos – Wiley India Edition
2) Services Marketing – Text & Cases : Vinnie Jauhari , Kirti Dutta 2nd Edition – Oxford University Press
3) Services Marketing – S.M. Jha Himalaya Publishing House
4) Services Marketing - Dr. Shahjahan
5) Services Marketing – K. Ram Mohan Rao
6) Services Marketing - Valarie A, Zeithaml& Mary Joe Bitner, Tata McGraw Hill Publications.

Journals

1. Journal of Service Management- Emerald Insights
2. European Journal of Service Management

Online reference

https://www.khanacademy.org

http://www.pondiuni.edu.in/storage/dde/downloads/markiv_sm.pdf

https://www.scribd.com

MOOCs

https://www.mooc-list.com/course/services-marketing-selling-invisible-openlearning

NPTEL

BBA- SDE - Sem -V (CBCS 2019)

505: INTRODUCTION TO OPERATIONS RESEARCH

Course Code	505	**Course Type**	Core Course
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Course Objective

The objective of the course is to familiarize the students with the tools & techniques of Operation Research.

Learning Outcome

Students will be able to understand the practical importance and applications of various operations research techniques.

UNIT 1

Definition of Operations Research (OR), Origin and Development of OR, Scope of Operation Research, Advantages and Limitations of OR.

UNIT 2

Linear Programming Problem-LPP, Formulation of LP Problem, Graphical solution – Procedure of solving LPP by Graphical method. Applications and limitations of LPP

UNIT 3

Transportation Problem, meaning, definition and applications, Applications of Transportation Problem, Types of Transportation problems.Initial Basic Feasible Solution – North West Corner Rule, Least Cost or Matrix Minima Method , Vogel‟s Approximation method. Checking for optimality, Finding optimal solution by MODI method.

UNIT 4

Assignment Problem- meaning, definition and applications, Types – unbalanced and maximization, assignment problem. Hungarian method for solving assignment problem.

UNIT 5

Network Analysis - importance of network analysis, construction of networks.

Critical Path Method (CPM) - calculation of earliest and latest times, types and computation of floats.

Program Evaluation and Review Technique (PERT) - 3 time estimates, expected duration.

Reference Books :

1. Operations Research – Hira and Gupta S.Chand
2. Operations Research – Pai, Oxford University Press
3. Operational Research – Dr. P.R.Vital
4. Operational Research – Handy and A.Tata.
5. Statistical Methods and Operation Research – S.P.Gupta

Online Resources:

https://www.khanacademy.org

http://web.itu.edu.tr/topcuil/ya/OR.pdf

Moocs:

www:/Alison

www/SWAYAM

www/NPTEL

BBA- SDE - Sem -V (CBCS 2019)

506: Social Media Managenemt

Course Code	506	**Course Type**	GE
Credits	One	**Examination Pattern**	CCA : 50 marks

Course Objectives:

This Course Teaches students to use social media strategically to create value for a client or organisation..

Learning Outcome:

a) Students will learn by doing assignments focusing on social media, post writing and publishing, management and measurement tools, a social media audit, editorial calendar and crises management.
b) Students will master the skills necessary to become successful social media managers.

Unit 1: Introduction To Social Media

Introduction to Social Media, importance of social Media, History and evolution of Social Media, Managing Information, Aggregators.Facebook,Twitter,Instagram,LinkedIn, Youtube, Blogs.

Unit 2: Using Social Media

Strategy Plan for Social Media Management, Touchpoint, Analysis Scheduling, Creating Content, Managing Content programmes, Planning Worksheet, Social media campaign.

Unit 3: Evaluating Social Media

- Evaluation of Social Media Platforms
- Tools to manage and measure performance of social media content and campaigns
- Handling critical issuesin social media management and legal aspects of social media.

Unit 4: Setting-up own professional site

Content management, design, connectivity with social media

Assignments:

1. Explain atleast one social media management tool in detail.
2. Describe social media analytics tool in bried with example.
3. Detailed social media campmaign: The campaign can be any example presented in social media for Lead Generation. Describe the objectives for campaign, outline the tools, preapare budget for campaign.

4. Budget for social media plan: Based on the understanding of your client, prepare a budget for social media management. Include the individual cost of your tactis, your proposed social media campaign and social media tools. Include the total cost as a bottom line of your budget. Include the ROI of your plan and why that budget should be allocated to social media.
5. List different types of content to be used in creating brand by using social media campaigns. Describe merits and demerits of each type of content used in social media.

Reference Books

1. Guy Kawasaki & Peg Fitzpatrick, "The art of social media: power tips for power users
2. Social media marketing all in one for dummies, Jan Zimmerman & Deborah N
3. Social media explained by Mark W. Schaefer

Online resources

http://www.gov.pe.ca/photos/original/IPEI_ebiz_smmkt.pdf

https://www.coursehero.com/file/10513028/Media-Management-Notes/

BBA- SDE - Sem -V (CBCS 2019)

506: Road Safety Management

Course Code	506	**Course Type**	GE / AECC
Credits	One	**Examination Pattern**	CCA : 50 marks

Course Objectives:

The vehicle population in India is growing at an exponential rate. This phenomenon is bringing in its wake a host of health related, environmental, safety and behavioral problems in the society. The problem is compounded due to absence of effective means of mass transportation system in most big cities in India.

Learning Outcomes:

Unit 1 : Introduction to Road Safety Management

Importance and need of road safety management.

Unit 2: Management of Traffic and Traffic Rules.

Use of traffic signals, signs by hand, knowledge/applications of automatic signals, parking rules, driving around, Traffic islands ,traffic joints, subways and flyovers. Signs of roads: meaning of yellow, green and red lights, zebra crossings, bus stops, use of road by physically disadvantaged persons, elderly persons,women and children, special right of way for ambulance, firefighting vehicles,school bus and V.I.P vehicles

Unit 3 : Management of Road Mishaps and Accidents:

First aid to accident victims- First aid techniques, co-ordination with hospitals and other health centres for emergency treatment of accident victims, role of Insurance companies in providing relief to accidents victims, Management of Ambulance Services, Importance of voluntary blood donation in saving accident victims,Rehabilitation of persons affected by accidents.

Qualities of a good Driver: Good health, tolerance, responsibility, knowledge of rules and laws, self confidence, politeness, familiarity with the vehicle and its maintenance requirements, self discipline.

Reference Books :

1) PratibhaShastriRanade , Road Safety Management, ICFAI University

2) Vijay VinayakRevankar, Road Safety – Vimleshwar Automobile Industry and Road Safety Community Forum

Online Resources:
MOOCs: Alison

BBA- SDE - Sem -V (CBCS 2019)

506: Event Management

Course Code	506	**Course Type**	GE /AECC
Credits	One	**Examination Pattern**	CCA : 50 marks

Course Objectives:

The basic purpose and spirit of this course is to expose the students to hands- on experience of event management.

Learning Outcomes:

The students are oriented to event management in order to strengthen their skills of planning, organizing and other such management functional skills.

Unit 1:
Introduction to Event Management

The concept of event. need and importance of events.

Unit 2:
Types of Events
Different types of event in Corporates, Social Programmes and Private

Programmes.

Following units are entirely based on practice part of the event management.

Unit 3: Assessment of Events
Post event assessment of any 05 programmes

A student or a group of 03 students shall be assigned the event which has taken place in near past at any place and they shall make an inquiry into its success and effectiveness by rating them on the basis of appropriate parameters and shall submit the assignment to the respective teacher .
Preparation of Learning Value report :

A student shall prepare a report on what he learnt from the events and submit it to the concerned teacher. The report shall include mainly the description of occasion, the person involved and what guiding principles they have received from them

Reference Books :

4. S. R. Singh, Event Management, HPH.
5. Alex Genadelik, Event Planning: Management & Marketing For Successful Events: Become an event planning pro & create a successful event series

Online Resources:

https://blog.komodoplatform.com/notes-on-social-media-and-community-management-for-blockchain-

cryptocurrency-and-ico-projects-4d0f328bdfb3
MOOCs: Alison

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601 : INDUSTRIAL EXPOSURE (Mini Project)

Course Code	601	**Course Type**	AECC
Credits	Three	**Examination Pattern**	CCA : 100 marks

Course Objectives:

i. To enhance the awareness of the students towards the study and use of Trade and Industry directories, business websites, published data & information relating to trade, commerce & industry.

ii. To enable the students to gain knowledge and understanding of a business system and activities involved therein and acquire experience by seeking association or intervention in the system

Learning Outcomes:

Unit 1 :

The students have to individually visit a service organization like hospital, hotel, bank etc. He has to observe the functioning of the organization. He can have formal and informal discussions with the employees, managers, owners etc. of the organization. Based on this he has to write a report of the visit in the journal.

Unit 2:

An Industrial Visit should be organized to any manufacturing industry in the vicinity by the Co-ordinator in which all the students have to participate. They have to observe the activities of the organization; they can have formal and informal dialogs with the authorities of the organization. Based on this visit they have to write visit report individually in the Journal.

Unit 3:

Specific industries like Agriculture, food processing, furniture, garment, insurance, pharmaceuticals, banking, film, wine, paper etc. will be assigned to individual student or a group of two students. The students are expected to collect the information about the industry‟s history, present practices, products, players in the industry, trends in the industry, contribution of the industry to the development of the nation, future of the industry etc. by referring newspapers, journals, periodicals, business, magazines and different websites etc.

Unit 4:

Based on data collection in Unit 3, the students have to give the presentation of this industry in the class. The presentations will be evaluated on the basis of its content, information gathering,

explanation etc. The students are also expected to prepare a scrapbook for this industry study. The students have to also write an overview of the industry in the Journal.

Unit 5:

The student will be assigned any specific trade organization like FICCI, Indian Tea Association, Indian Chamber of Commerce & industry, ASSOCHAM, CII, Hotel Association of India, Indian Agro Paper Mills Association etc. By the Co-ordinator. The students have to search the information relating to this trade organization through internet websites and other sources. Students have to write a detailed profile and functioning of the trade organization in the Journal.

Note : Students have to give Viva-Voce at end of the semester based on their performance in the assignments during the term.

Mode of Evaluation:

The performance of the Students in this course will be evaluated as under.

A) Internal evaluation (Class Participation) – 20 marks

B) Oral presentation by the student based on the assignments performed in the class during the Term – 20 Marks

C) Journal maintained by the student – 20 Marks

D) Viva-voce at the end of the term based on the assignments performed – 40 Marks

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602 : INTRODUCTION TO STRATEGIC MANAGEMENT

Course Code	602	**Course Type**	**Core**
Credits	Three	**Examination Pattern**	UE & IA : 70+30

Course Objectives:

- tounderstand the concept of strategy formulation and business policies for effective business functioning in an environment of change.
- toidentify the opportunities and threads in environment critical internal appraisal of resources within an organization, so as to develop corporate and business strategies.

Learning Outcomes:

The students will learn the main concepts and thought processes in strategic management. Develops strategically as clear thinking rather than the blind use of other people's concepts.

Unit 1: **Introduction to Business Policy and Strategic Management.**

Concept, Nature, Importance, Objectives of Understanding Strategy- meaning and definition, Benefits of strategic management. Introduction, Meaning, Components of strategic management process. Vision, Mission, Objectives and Goals, Levels of Strategies.

Unit 2:Internal and Environmental Analysis.

Environmental Analysis- Competitive analysis, Michael Porters- Five forces model.

Internal Analysis- SWOT analysis, Identification of Distinct competencies.

Unit 3: Strategic Analysis and Choice

Strategic Analysis and Choice in Business Strategic alternatives

Evaluating and choosing Business strategies BCG matrix, Ansoff Matrix, GE9 Cell.

Unit 4: Corporate and Business Strategies

Foundations of Business Strategies, Types of business strategies. Levels of strategies, Various Corporate

Strategies.

Unit 5: Strategic Implementation and Control.

Designing organizational structures for strategic implementation. Understanding strategic evaluation and control. Types of Control. Techniques of strategic evaluation and control.

Books Recommended:

1. Understanding Strategic Management by Anthony Henry, Oxford University Press
1. Strategic Management by Chandrasekaran&Ananthanarayanan, Oxford
2. Business Policy and Strategic Management; AzharKazmi; Tata McGraw Hill.
3. Business Policy and Strategic Management; N.S. Gupta; Himalaya Publishing House.
4. Management Policy and Strategic Management; Prof. R. M. Srivastava; Himalaya Publishing House.
5. Business Policy and Strategic Management; William F. Glueck / Lawrence R. Jauch; McGraw-Hill series.

Supplementary Readings

1. Gerry Johnson &Kevan Scholes, Exploring corporate strategies, PHI
2. UpendraKachru: Strategic Management, Excel books
3. Arthur A. Thompson Jr. and A.J. Strickland: Strategic Management –Concepts and Cases, McGraw-Hill Companies
4. Lawrence R. Jauch& William F. Glueck: Business Policy and Strategic Management (Mcgraw Hill Series in Management).

Online Resources: **Web Resources:**

https://www.strategicmanagementinsight.com/
http://www.1000ventures.com/bec_bestsites_strategy.html

MOOCs:**MOOCS:**
https://www.mooc-list.com/
https://www.coursera.org/
https://swayam.gov.in/
https://alison.com/

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605: Disaster Management

Course Code	**605**	**Course Type**	**GE**
Credits	**Three**	**Examination Pattern**	**CCA : 100 marks**

Course Objectives:

1. To provide students an exposure to disasters, their significance and types.

2. To ensure that students begin to understand the relationship between vulnerability, disasters, disaster prevention and risk reduction

3. To gain a preliminary understanding of approaches of Disaster Risk Reduction (DRR)

Learning Outcomes:

Students will be able to develop rudimentary ability to respond to their surroundings with potential disaster response in areas where they live, with due sensitivity

Unit 1:
Introduction to Disasters: Concepts, and definitions (Disaster, Hazard, Vulnerability, Resilience, Risks)

Unit 2:
Disasters: Classification, Causes, Impacts (including social, economic, political, environmental, health, psychosocial, etc.) Differential impacts- in terms of caste, class, gender, age, location, disability Global trends in disasters -urban disasters, pandemics, complex emergencies, Climate change

Unit 3:
Approaches to Disaster Risk reduction: Disaster cycle - its analysis, Phases, Culture of safety, prevention, mitigation and preparedness community based DRR, Structural- nonstructural measures, roles and responsibilities of- community, Panchayati Raj Institutions/Urban Local Bodies (PRIs/ULBs), states, Centre, and other stake-holders.

Unit 4:
Inter-relationship between Disasters and Development: Factors affecting Vulnerabilities, differential impacts, impact of Development projects such as dams, embankments, changes in Land-use etc. Climate Change Adaptation. Relevance of indigenous knowledge, appropriate technology and local resources

Unit 5:
Disaster Risk Management in India Hazard and Vulnerability profile of India Components of Disaster Relief: Water, Food, Sanitation, Shelter, Health, Waste Management Institutional arrangements (Mitigation, Response and Preparedness, DM Act and Policy, Other related policies, plans, programmes and legislation)

Project Work: (Field Work, Case Studies) The project /fieldwork is meant for students to understand vulnerabilities and to work on reducing disaster risks and to build a culture of safety. Projects must

be conceived creatively based on the geographic location and hazard profile of the region where the college is located.

Suggestions For Project Work:

- ask students to explore and map Disaster prone areas, vulnerable sites, vulnerability of people (specific groups) and resources. The students along with teachers could work on ways of addressing these vulnerabilities, preparing plans in consultation with local administration or NGOs.
- Students may conduct mock drills in schools, colleges or hospitals. They could also work on school safety, safety of college buildings)training in first aid. Other examples could be- identifying how a large dam, road/ highway or an embankment or the location of an industry affects local environment and resources or how displacement of large sections of people creates severe vulnerabilities may be mapped by student project work.

Reference Books:

1. Disaster Management by R Subramanian – Vikas Publishing House
2. R. B. Singh, Disaster Management and Mitigation
3. SatishModh – Introduction to Disaster Management, Macmillan Publishers India
4. PalavenielKathireshan, Disaster Management, Allied Publishers 2015.
5. Larry Collins, Disaster Management and Preparedness, CRC Press

Online Resources:

https://ndma.gov.in/en/

https://www.linkedin.com/pulse/disaster-management-definition-process-various-phases-chatterjee/

MOOCs:

www/Swayam

www/Alison

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606: BUSINESS ETHICS

Course Code	606	**Course Type**	GE /AECC
Credits	One	**Examination Pattern**	CCA : 50 marks

Course Objectives:

The objective of this paper is to make the students more clear about theimportance of ethics in business and practices of good corporate governance. It also talks about the corporate social responsibility

Learning Outcomes:

This course exposes the student to the issues of values and ethics in management so that decision making and decision execution are undertaken in a human manner, as this will add to the flexibility and dynamism of the corporate culture.

The course will take the student from managerial ethics to organizational ethics and business sustainability

Unit 1:

Ethics – Meaning, and Nature of Ethics. Types of Ethics, Importance of Ethics.

Business Ethics : Meaning, Nature and Importance of ethics in business, meaning of corporate social responsibility, Relation between corporate responsibility & Business Ethics.

Unit 2:

Concept of Morals, Values, Beliefs; Moral issues in business, Spirituality and Ethics; Influence of Major religions on ethics: Hinduism, Islam, Christianity, Buddhism, Sikhism, and Zoroastrianism.Influence of spirituality on ethics.

Unit 3:

Relationship between Business, Business Ethics & Business Development, Role of Business ethics in building a good society.

Case Studies on Business Ethics

Reference Books :

1. Management by Values; Chakraborty S.K.; OxfordUniversity Press, Kolkata 2005.
2. Professional Ethics by R. Subramanian, Second Edition, OXFORD
3. Theory and Practice of Managerial Ethics; Jayashree S. Sadri S. and Dastoor D.S.; Jaico , Mumbai.
4. New Mantras in Corporate Corridors, Sharma Subash New age International Publishers, New Delhi 2007.
5. Business Ethics and Corporate Governance (towards excellence and sustainability); Sadri S., Jayashree. Himalaya Publishing Co. Mumbai 2011.
6. Managing from the Heart: Unfolding spirit in people and organization; Wakalu, Arun: Response Books, New Delhi
7. Manuel G Velasquez : Business ethics- concepts and cases Pearson.
8. Bhanumurthy K V: Ethics and Social Responsibility of Business, Pearson Education India.

Online Resources:

https://managementhelp.org/businessethics/index.htm\

MOOCs:

https://www.edx.org/learn/business-ethics

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Course Code : **606**

Basics of Hospitality Management

Credits : One CCA

Course Type : GE

Course Objectives:

1. Recognize scope and career in the hospitality industry.
2. Identify the major segments and specialization of the industry and their operations.

Learning Outcomes:

Unit 1:

Introduction to the Hospitality Industry:

a. History and scope of the hospitality industry.
b. Economic impact of the hospitality and tourism industries.
c. Careers in the industry.
d. Link between hospitality and travel and tourism.
e. Major segments and specialization of the industry.
f. medical tourism

Unit 2:

Recreation/Travel and Tourism:

a. Operation of recreational facilities such as resorts, spas, theme parks, and clubs.
b. Meetings, conventions, exhibitions, banquets, and other events.
c. Travel agencies and concierge desks.
d. Gaming entertainment industry.

Unit 3:

Operations:

a. Leadership and management in the industry.
b. Hospitality marketing.
c. Human resources and risk management and safety procedures.

Reference Books :

1. Introduction to Hospitality Management, John R. Walker ,Pearson

2. Food and Beverage Service, D.R. Lillicrap,John A. Cousins & Suzanne Weekes, Book Power. 3. Food and Beverage Management, Bernard Davis , Sally Stone, Butterworth Heineman Ltd. 4. Hotel House Keeping and Management, Raghubalan, Oxford University Press. 5. Managing Front Office Operations, Michael Kasavanna, Richard Brooks , Charles Steadmon, AH&LA.
Online Resources: www/youtube.com
MOOCs: https://www.ifitt.org/hospitality-and-tourismmoocs/

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Course Code : 606

Yoga II (OPEN)

Credits : One CCA

Course Type : GE

Course Objectives:

This course is aimed at elucidating the core knowledge contained in the science of Meditation.

Learning Outcomes:

Unit 1:

- PatanjalYogShastra Introduction*
- Meditation and its origin
  Concentration and Self Discipline
  Proper Food and Behaviour
- Omkar Meditation
  Omkar and its effects,Omkar
  Meditation –Posture, Process, Benefits.

Unit 2:

- Introduction of Kriya, Bandha and Mudra. ii) Importance of Kriya and its scientific approach. iii) Importance of BANDHA and its scientific approach. iv) Importance of MUDRA and its scientific approach. v) Effect of Asanas on various Systems vi) Difference between Asana and Exercise. vii) Difference between Pranayama and deep breathing. iv) Yogic Diet.

Unit 3:

- Yogasanas and Pranayam
- Basic Yogasanas for beginners
  Bhastrika,bhramari,AnulomVilomPranayam –process,practice and its benefits
- Sun salutation
  Origin of Suryanamaskara and Yogasanas in India,
- Sun Salutation -Process, Practice and Benefits, Influence of suryanamaskar on health and wellness of individual, impact on weight loss

Reference Books :

3. Yoga – Asanas, Pranayam, Mudras, Kriya, Vivekananda Ashram
4. Yoga – SivanandYog Vedanta Center

Online Resources:

https://www.yogatoday.com/ https://www.youtube.com/user/yogatoday https://m.youtube.com/user/yogawithadriene/playlists
MOOCs: Swayam

Marketing Management Elective.		
Elective	**Code**	**Course**
Elective – I	M503	Consumer Behavior
Elective – II	M504	Sales and Distribution Management.
Elective – III	M603	Integrated Marketing communication
Elective – IV	M604	Digital Marketing

Finance Management		
Elective	**Code**	**Course**
Elective – I	F503	Elements of Financial Services
Elective – II	F504	Introduction to Management Control Systems
Elective – III	F603	Elements of Corporate Finance
Elective – IV	F604	International Finance and Financial Risk Management

Human Resource Management		
Elective	**Code**	**Course**
Elective – I	HR503	Performance & Compensation Management
Elective –I I	HR504	Training & Development
Elective – III	HR603	Management of Industrial Relations
Elective – IV	HR603	Cross Cultural HRM

International Business Management		
Elective	**Code**	**Course**
Elective – I	IB503	International Marketing
Elective – II	IB504	Export Import Procedures and Documentation
Elective – III	IB603	Basics of International Finance

Elective – IV	IB604	Fundamentals of International Economics

Entrepreneurship Development		
Elective	**Code**	**Course**
Elective – I	ED503	Entrepreneurship & New Ventures Creation
Elective – II	ED 504	Corporate Entrepreneurship
Elective – III	ED 603	E - Commerce
Elective – IV	ED 604	Managing Family Business

Financial Market		
Elective	**Code**	**Course**
Elective – I	FM503	Introduction to Financial Markets and Financial Institutions
Elective – II	FM504	Capital Market Operations
Elective – III	FM603	Commodity Markets
Elective – IV	FM604	Introduction to Derivatives : Equity and Currency

BBA Specialization :Marketing Management

Marketing Management		
Elective	**Code**	**Course**
Elective – I	M503	Consumer Behavior
Elective – II	M504	Sales and Distribution Management.
Elective – III	M603	Integrated Marketing communication
Elective – IV	M604	Digital Marketing

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MK503: Consumer Behavior

Course Code	**MK**503	**Course Type**	**Discipline Specific Elective (DSE-II Marketing)**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Learning objectives:

1 To highlight the importance of understanding consumer behavior in Marketing.
2 To study the environmental and individual influences on consumers
3 Understand the importance of consumer behaviour in designing marketing strategies.
4 To understand consumer behavior in Indian context.

Learning outcomes : After studying this course student are able to

1 Understand the consumers' attitude towards a particular product / service in a better manner.
2 Use the factors that influence the consumers' buying behaviour in determining the marketing mix strategies.
3 Identify new market segments to cater to their needs
4 Design effective marketing strategies

Unit 1 **INTRODUCTION**

Meaning of Customers & Consumers, Importance / relevance of consumer behaviour studies in the field of Marketing.

Unit 2 **Individual Determinants of Consumer Behavior**

Personality & Self Concept: Meaning of Personality, Influence on Purchase Decisions

Motivation & Involvement: Types of Buying Motives, Motive Hierarchy, Dimensions of Involvement

Learning & Memory: Meaning & Principal Elements of Learning, Characteristics of Memory Systems, Recall

Attitudes: Meaning & Characteristics, Strategies for Changing Attitudes

Unit 3 **External determinants of consumer behaviour:**
Culture, subculture, social class & reference group

Unit 4	**Consumers' Buying Decision Making Process, Post-purchase Evaluation & Behavior:** Consumer Satisfaction, Dissatisfaction, Customer Delight, Consumer Complaint Behavior and Post- Purchase Dissonance. **Types of Buying Behavior: Complex, Extensive, Dissonance Consumer** buying Vs. Organizational buying. **Consumer Behavior Models** Howard Sheth Model, Nicosia model
Unit 5	**Diffusion of innovation:**meaning and definition, diffusion process. The adoption process.

Reference books

1	Consumer Behaviour by David L. Loudon & Albert J. Della Bitta,	Tata McGraw Hill, 4th Edition
2	Consumer Behavior by Leon Schiffman, Leslie Kanuk, S.Ramesh Kumar,	Pearson, 10th Edition
3	Consumer Behavior - In Indian Perspective by Suja R. Nair,	Himalaya Publishing House.
4	Consumer Behaviour& Marketing Action : Henry Assael ,	Thompson Learning
5	The Marketing Whitebook	Current year issue

Journals and E-journals

1. Journal of Consumer Behaviour
2. Journal of consumer Research https://onlinelibrary.wiley.com/journal/14791838

MOOCS:

1. https://swayam.gov.in/course/3578-consumer-behaviour

2. https://alison.com/courses/applied-psychology-understanding-models-of-consumer-behavior/content

BBA- SDE - Sem - V (CBCS 2019)

MK 504: Sales and Distribution Management.

Course Code	**MK**504	**Course Type**	**Discipline Specific Elective (DSE-II Marketing)**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Learning objectives:

1. To acquaint students with fundamentals of Sales and Distribution Management
2. To impart to the students an understanding of Sales and distribution Management principles with a view to prepare them to face challenges of managing businesses in the new era.

Learning outcomes : After studying this course student are able to

1 ➢ Understand the challenges and opportunities involved in managing sales and distribution .
2 ➢ Manage the issues related to handling sales organization effectively.
3 ➢ Understand the aspects of developing distribution channels

Unit 1 Evolution of Sales management, Nature and Importance of Sales Management. Definition, meaning and objectives of Sales Management. Role and skills of sales manager, recent trends in Sales Management.

Sales Organisation: Need for Sales Organizations, their structure, Recruitment and selection of sales persons, developing and conducting sales training programmes for newly appointed as well as experienced salespersons.

Unit 2 Sales forecasting: meaning, methods of sales forecasting- quantitative and qualitative methods. Sales quotas: need and importance of sales quotas , types of sales quotas Designing and Administering Compensation Plans – Leading and Motivating the Sales Force .

Unit 3 Sales Territory: meaning , need and Sales force performance appraisal : methods Personal selling: Process, steps involved therein.

Unit 4 Sales Control Techniques-Sales analysis, Sales Audit.

Unit 5 Introduction to Distribution Mix- components, channels of distribution, role and functions of wholesaler and retailer, Channel conflicts.
Recent trends in distribution, Case Studies (unit I to unit V)

Reference books

1 Sales And Distribution Management Text And Cases-Krishna K.Havaldar, VasantKavale Tata Mc'Graw Hill Publications
2 Sales Management- S. A. Chunnawalla- Himalaya Publishing House, Mumbai
3 Sales Management – Still R R , Cundiff E W, Govani PHI
4 4Channel Management & Retail Management – MeenalDhotre
5 The Marketing Whitebook

Online references:
https://www.tutorialspoint.com/sales_and_distribution.../sales_and_distribution_manag...

https://www.marketing91.com › SALES MANAGEMENT

MOOCS:

1. https://alison.com/course/diploma-in-sales-management
2. https://alison.com/course/introduction-to-sales-management

BBA- SDE - Sem –VI (CBCS 2019)

MK 603: Integrated Marketing Communication.

Course Code	MK 603	**Course Type**	**Discipline Specific Elective (DSE-II Marketing)**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Learning objectives:

1. To have a working knowledge of the tactical and strategic aspects of IMC
2. Be able to apply specific tools and approaches to common marketing communications challenges
3. Be able to assess the progress of IMC efforts over time
4. To have an opportunity to analyze IMC programs and build innovative programs

Learning outcomes : After studying this course student are able to

1 Understand the tactical and strategic aspects of IMC

2 Design IMC programs

3 Analyze IMC programs

Unit 1 **IMC FOUNDATION**

Overview of Communication and IMC programs - IMC Plan - IMC Components- Above the Line (ATL),Below the line (BTL) and Through The line (TTL) promotion - Push and Pull strategy

Unit 2 **IMC ADVERTISING TOOLS**

a) Introduction of Advertising- Functions & Types of Advertising - Objections on Advertising- Structure of Advertising Agency – Role and Services offered by Agency-
b) Media Mix- Media Vehicle- Ad copy –Appeals in advertising- Advertising budget
c) Media planning and execution.-Media Plan and schedule.

Unit 3 **IMC PROMOTIONAL TOOLS**

a) Sales Promotion- Trade promotion -Consumer promotion- coupons, Premiums, contests, Sweepstakes, refund and Rebate, Sampling, Bonus , packs, price off- Sales force promotion

b) Public relation(PR), Types of PR-

Unit 4 **IMC CONTEMPORARY TOOLS**

Recent Trends - Product placement and Branding in films, Product placement on television,

Unit 5 **IMC EVALUATING AND CONTROL**

a) Need & Significance of IMC evaluation and control
b) Methods for Measurement of Advertising effectiveness

Reference books :

1. Advertising and Promotions IMC Perspectives: Belch and Belch Tata McGraw Hill, 6/e, 2003
2. Advertising 'An IMC Perspective' - S. N. Murthy ,U.Bhojanna -Excel Books, 2007.
3. Advertising & Integrated Brand Promotion, O'Guinn, Allen, Semenik, 4/e, Thomson, 2007
4. Integrated Advertising, Promotion, and Marketing Communications, Clow, Baack, 3/e, Pearson Education, 2007
5. Advertising and Promotion: S.A.Chunawalla
6. Foundations of Advertising, Chunawalla&Sethia, HPH, 2007

Journals:

1. Journal of Integrated Marketing Communications
2. Journal Advertising

Online references:
MOOCS:

https://swayam.gov.in/course/3984-advertising-and-public-relations

BBA –SDE - Sem–VI (CBCS 2019)

MK604: Digital Marketing

Course Code	**MK**604	**Course Type**	**Discipline Specific Elective (DSE-II Marketing)**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Learning objectives:

1. To acquaint students with fundamentals of Digital Marketing and give an overview of benefits of digital marketing.
2. To impart to the students an understanding of applications of digital marketing strategies to business concepts with a view to prepare them to face challenges of managing businesses in the new digital era.

Learning outcomes : After studying this course student are able to

1 Students should be able to use internet effectively as a marketing tool

2 Students will be able to get insights on how organizations can leverage the benefits of social media.

Unit 1 **Introduction to Digital Marketing**
Introduction, Nature, scope and use of digital marketing, Recent trends in digital marketing.
Digital Revolution in India.

Unit 2 **The Online Marketing Mix**
E- Products
Segmentation, Targeting and Positioning
E-Price
The Online Value
E-Promotion
The digital revolution in India, Understanding the digital business, Increasing customer base through digital marketing strategies.

Unit 3 **The Online Consumer**
Marketing in a virtual world,. Customer expectation and perception, Online Consumer behavior , Establishing trust in Digital Business.

Unit 4 **CRM in digital world**
CRM- Concept, Nature, scope, benefits, e-CRM, Benefits of e- CRM.

Unit 5 **Social Media**
Role of social media in digital marketing, Advantages and disadvantages of social media, Advertising on social networking.

Reference books :

1. Digital Marketing R Prasad

2. Virtual Marketing Sameer Kulkarni

3. Digital Marketing : Vandana Ahuja(Oxford University press)

4. Web Marketing by Arnold, et al

Journals:

- European Journal of Marketing
- Journal of Digital and Social media marketing
- https://www.amazon.in/Digital-Marketing-Analytics-Making-Consumer/dp/0789750309/ref=pd_sim_14_2?_encoding=UTF8&psc=1&refRID=RPS1MEAY5MH5MYHWE03A

https://www.amazon.in/Epic-Content-Marketing-Different-Customers/dp/0071819894/ref=pd_sim_14_1?_encoding=UTF8&psc=1&refRID=RPS1MEAY5MH5MYHWE03A

Online references:

MOOCS: Online references:

https://learndigital.withgoogle.com/digitalunlocked/certification

https://www.coursera.org/specializations/digital-marketing#courses

BBA Specialization : Finance Management

Finance Management		
Elective	**Code**	**Course**
Elective – I	F503	Elements of Financial Services
Elective – II	F504	Introduction to Management Control Systems
Elective – III	F603	Elements of Corporate Finance
Elective – IV	F604	International Finance and Financial Risk Management

BBA- SDE - Sem -V (CBCS 2019)

FM 503: ELECTIVE – I : FINANCIAL MANAGEMENT

(ELEMENTS OF FINANCIAL SERVICES)

Course Code	**FM503**	**Course Type**	**Discipline Specific Elective (DSE I - ELECTIVE – I :**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

- **Learning objectives:**
- To introduce the students about Indian Financial Systems and current developments
- To orient about various financial services available

Learning outcomes : After studying this course student are able to

1 • Components of Indian Financial Systems

2 • Importance and utility of Financial Services

Unit – I : Introduction to Financial Services.

- Financial systems and Economic Development
- Indian Financial systems and Organization Structure.
- Financial Services – Meaning, Concept and Importance of Financial Services

Unit – II: Types of Financial services: Fund Based and Fee based

- Leasing and Hire Purchase finance.
- Factoring and forfeiting.
- Bills Discounting.
- Concept and Importance of Insurance, Types of Insurance
- Merchant Banking
- Underwriting
- Investment Banking

Unit – III: Mutual Funds and Services.

Significance of Mutual Funds its Importance, Types and Advantages Current Scenario.

- Parameters for evaluation of Mutual funds Schemes

Unit –I V: Credit Rating.

- Meaning and Importance of Credit Rating.
- Functions and Role of Credit Rating agencies in India

Unit – V: Venture Capital Financing.

- Meaning and features of Venture Capital.
- Types of Venture Capitalist.
- Stages of Venture financing, Factors affecting Venture Capital financing.

Reference books :

1) Financial Services – M.Y. Khan. Tata Mc. Graw Hill.
2) Indian Financial System – M.Y. Khan Tata Mc. Graw Hill.
3) Financial Institutions and markets, L.M. Bhole, Tata Mc. Graw Hill.
4) Financial Markets and Services, Gordon, Natarajan.
5) Merchant Banking, J.C. Verma, Bharat Publications.

Online references:

MOOCS:

- https://swayam.gov.in/
- https://alison.com/*:*

Web resources:

www.moneycontrol.com

www.rbi.org.in

www.icai.org

https://www.sebi.gov.in

https://www.nseindia.com

https://www.bseindia.com

BBA –SDE -Sem -V (CBCS 2019)

FM 504: ELECTIVE – II : FINANCIAL MANAGEMENT

(Introduction to Management Control Systems.)

Course Code	**FM 504**	**Course Type**	**Discipline Specific Elective (DSE II)**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

- **Learning objectives:**
- To introduce to the significance and role of Management Control System in the organization
- To orient the students about application of techniques of Management Control

Learning outcomes : After studying this course student are able to

- Importance and utility of Management Control System
- Application of techniques of Management Control

Unit – I : Introduction to Management Control Systems.

- Definition, Concept of Management Control,
- Nature Characteristics of Management Control System,
- Areas and Process of Control,
- Efficiency and Effectiveness of Control

Unit – II: Motivational Techniques.

Management By Objective.

- Merits of Establishment of MBO in organization.
- Zero Base budgeting.
- How Zero Base Budgeting works and its advantages.

Unit – III: Responsibility Centre and Transfer Pricing.

- Concept of – Cost Centre, Profit Centre, Revenue Centre & Investment Centre.
- Problems of Profit Centre.
- Meaning and Significance of Transfer Pricing.
- Objectives of Transfer Pricing.
- Transfer Pricing Methods.
- Simple problems of Transfer Pricing.

Unit – IV: Budgetary Control and Variance Analysis.

- Objective of Budgetary Control.
- Advantages and Limitations of Budgetary Control.
- Fixed, Flexible and Functional Budgets.
- Problems on Flexible Budget and Cash Budget.
- Concept and Importance of Standard Costing
- Material and Labour variance Analysis (Theory and Practical)

Unit – V: Internal Audit.

- Internal Audit under MCS.
- Cost Audit its Objectives and Advantages.
- Management Audit its Objective and Advantages.

Reference books :

1) Management Control Systems, Robert N Authony, Vijay Govindrajan, The McGraw Hill.
2) Management Control Systems, Joseph A. Maciariello, Calvin j. Kirby. PHI Learning Private Limted.
3) Advance Cost and Management Accounting, V.K. Saxena, C.D. Vashist, (Text), Sultan Chang & Sons.
4) Cost & Management Accounting, Tukaramrao, New Age International (P) Ltd.
5) Management Control Systems, P. Saravanavel, Himalaya Publishing House

Online references:
For MOOCs:

https://swayam.gov.in/

- https://alison.com/*:*

Web resources:

www.moneycontrol.com

www.rbi.org.in

www.icai.org

https://www.sebi.gov.in

https://www.nseindia.com

https://www.bseindia.com

BBA – SDE - Sem -VI (CBCS 2019)

FM 603: ELECTIVE – I : FINANCIAL MANAGEMENT

(Elements of Corporate Finance)

Course Code	**FM 603**	**Course Type**	**Discipline Specific Elective (DSE I - I)**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

- **Learning objectives:**
- To introduce about Sources of Corporate Finance
- To orient about the techniques of Financial Decision making

Learning outcomes : After studying this course student are able to

1 • Sources of Corporate Finance available

2 • Application of the techniques of Financial Decision making

Unit – I :Financial Planning and Strategy.

- Concept and Importance of Financial forecasting.
- Long range planning and Short range planning.
- Strategic Decision making and planning.
- Strategic financial planning and steps in financial planning.
-

Unit – II: Sources of Corporate Finance.

- Equity Share Capital, Preference Share Capital, Debenture, Public Deposits, Venture Capital.
- Institutional Finance
- International Sources of Finance: ADR, GDR, ECB, FCCB, FDI and FII
-

Unit – III: Capital Budgeting

- Features and Significance of Capital Budgeting.
- Problems and Difficulties of Capital Budgeting.
- Techniques of Evaluations (Theory & Practical) – Payback Period, Discounted Pay Back Period, Accounting Rate of Return, Net Present Value, Profitability Index Method, Internal Rate of Return.
-

Unit – IV: Management of Earning and capital Structure.

- Dividends and Retained Earning.
- Factors affecting Dividends decisions
- Concept and Importance of Capital Structures, Factors affecting Capital Structure

Unit – V: Financial Statement Analysis and Corporate Governance.

- Ratio Analysis (Theory and Practical)
- Funds Flow Statement, Cash Flow Statement (Theory)
- Study of Annual Report – Understanding contents and disclosures.
- Meaning of Corporate Governance.
- Important Elements of Corporate Governance.
- Share Holders Rights

Reference books :

1) Financial Management – I.M. Pandey, Vikas.
2) Financial Management – Theory & Practice, Prasanna Chandra.
3) Basic Financial Management – M.Y. Khan, New Delhi, TMH.
4) Corporate Financial Management – Arnold Glen, Pitman.
5) Corporate Financial Management – Emery Dogglas, Pearson Edu. Asia.
6) Indian Corporate Financial Management – Vijay Gopalan, Himalaya.

Online references:
MOOCS:

- https://swayam.gov.in/
- https://alison.com/*:*

Web resources:

www.moneycontrol.com

www.rbi.org.in

www.icai.org

https://www.sebi.gov.in

https://www.nseindia.com

https://www.bseindia.com

BBA –SDE -Sem -VI (CBCS 2019)

604 : ELECTIVE – II : FINANCIAL MANAGEMENT

(International Finance & Financial Risk Management)

Course Code	**FM 604**	**Course Type**	**Discipline Specific Elective (DSE II)**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Learning objectives: After the completion of the course, the students will understand:

- The concept of Risk and Risk Management
- The techniques of Financial Risk Management

Learning outcomes : After studying this course student are able to

- To introduce to the concept of Financial Risk Management
- To orient the students about the techniques of Risk Management

Unit – I :Introduction to International Finance.

- Scope and Importance of International Finance.
- Distinction between Domestic and International Finance.
- Challenges and Risks in International Financial Management
-

Unit – II: Foreign Exchange Market.

Concept and Features of Foreign Exchange Market

- Structure and Participants of Foreign Exchange Market
-

Unit – III: Methods of International Trade Settlements.

- International trade settlement with special reference “Documentary Credit”.
- Export Finance – Pre and Post Shipment Credit.
- Factoring and Forfeiting.
- ECB Buyers and Suppliers Credit.
-

Unit – IV: Risk Management.

- Concept and Process of Risk Management
- Types of Risks

- Terms – Speculation and Arbitrage

Unit V: Derivatives:

- Definition, Meaning and Importance of Derivatives
- Types of Derivatives(Introduction) : Forward, Future, Options and Swaps

Reference books :

1) International Financial Managemen Financial – P.G. Apte., Tata McGraw – Hill Publications.
2) Options, Futures and Derivatives – John C Hull, Pearson Education.
3) International Finance and Banking – RajwadeAnmol Publications.
4) Report on Currency and Finance by RBI.
5) Risk Management and Insurance – Harrington Niehaus.

Online references :

www.moneycontrol.com

www.rbi.org.in

www.icai.org

https://www.sebi.gov.in

https://www.nseindia.com

https://www.bseindia.com

MOOCS :

https://swayam.gov.in/

https://alison.com/*:*

BBA Specialization – HRM

Human Resource Management		
Elective – I	**HR503**	**Performance & Compensation Management**
Elective –I I	**HR504**	**Training & Development**
Elective – III	**HR603**	**Management of Industrial Relations**
Elective – IV	**HR603**	**Cross Cultural HRM**

BBA –SDE - CBCS 2019 SEM V

HR 503Performance & Compensation Management

Course Code	**HR503**	**Course Type**	**DSE**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Objectives of the course:

- To understand the various dimensions of Compensation Management.
- To familiarize with the role of various bodies involved in Compensation Management.

Course Outcomes:

Students will be able to apply the concepts of performance appraisal and compensation management practically.

Unit 1: (12 hours)

Concept and objectives of performance management system, Performance appraisal and performance management, Performance Management – definition, objectives, need and measurement

Unit 2

Process of performance appraisal, issues and challenges in performance appraisal, documentation of performance appraisal, Methods of Performance appraisal – traditional methods, modern methods with advantages and disadvantages of each - appraisal interviews, performance feedback and counseling, use of technology and e-PMS, Ethical perspectives in performance appraisal.

Unit 3(12 hours)

Compensation – Definition, Classification and Types. Components of remuneration- basis pay, dearness allowance, flat and indexed DA, allowances and reimbursement,

Determining Compensation, Compensation Approaches. Compensation as a Retention Strategy, Financial and non financial compensation

Unit 4:(12 hours)

Performance Based Pay Systems, Incentives - incentive plans, developing effective incentive plans. Gain Sharing Incentive Plan – Enterprise Incentive Plan – Profit Sharing Plan- ESOPs – Compensation Management in Multi-National organisations.

Unit 5(12 hours)

Reward systems, Perceptions of Pay Fairness – the legal environment, Legal Constraints on Pay Systems.Employee Benefits.- retirement benefits, perquisites, non-monetary benefits.

Books:

1. DewakarGoel, PERFORMANCE APPRAISAL AND COMPENSATION MANAGEMENT, PHI Learning, New Delhi.

2. Richard.I. Henderson, COMPENSATION MANAGEMENT IN A KNOWLEDGE BASED WORLD, Prentice Hall India, New Delhi.

3. Richard Thrope& Gill Homen, STRATEGIC REWARD SYSTEMS, Prentice Hall India, New Delhi.

4. Michael Armstrong & Helen Murlis, HAND BOOK OF REWARD MANAGEMENT, Crust Publishing House

Online Resources:

https://www.ideals.illinois.edu/bitstream/handle/2142/29159/onmeasurementofb1135venk.pdf?sequence=

MOOCs:

Modern Human Resource Management(Alison).

Principles of Human Resources Management (Swayam).

Managing employee compensation (Coursera)

BBA –SDE - CBCS 2019 SEM V

HR 504 - Training & Development

Course Code	**HR504**	**Course Type**	**DSE**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Objectives of the course:

1. To familiarize the students with the concept and practice of Training and Development and its role in modern management.
2. To understand the various methods and applications of Training and Development

Unit 1

Concept of training, terms - education Knowledge, Skills, attitudes, need of training, importance, objectives of training, ADDIE model, Principles of training, concept of executive development: Objectives, importance, process of executive development

Unit 2

Training needs analysis (TNA): Meaning and purpose of TNA, TNA at different levels, Process of TNA, output of TNA, setting training objectives,Learning theories – Reinforcement, Social learning, expectancy theory, goal theory

Unit 3

Training and Development methods : On-the-Job & Off-the-job, job instructions training, apprenticeship, internship, demonstrations, self-directed learning, coaching, job rotation, project assignment, simulation methods, lectures, case studies, group discussion, conferences, role playing, management games, in basket exercise, sensitivity training, vestibule training, e-training.

Unit 4

Designing training programme – considerations in designing effective training programs selection of trainers, criteria of selection of methods, selecting and preparing the training site, training material & aids, ,use of technology in training

Unit 5

Evaluation of training – Need for evaluating training, Kirkpatrick evaluation criteria – reactions, learning, behavior, results, ROI, Cost-benefits analysis

Books:

1. Noe, Raymond A., and Amitabh DeoKodwani, Employee Training and Development, Tata McGraw Hill.
2. Blanchard, P. Nick, James W. Thacker and V. Anand Ram, Effective Training: Systems, Strategies, and Practices, Dorling Kindersley (India) Pvt. Ltd.
3. Prior, John, Handbook of Training and Development, Jaico Publishing House, Bombay

Online Resources:

https://www.researchgate.net/profile/J_Ford/publication/209409925_Transfer_of_Training_A_Review_and_Directions_for_Future_Research/links/565da94908aefe619b266a51.pdf

MOOCs:

Diploma in Workplace Safety & Health (Advance Learning).

Human Resources (Open2Study).

Preparing to Manage Human Resources (Coursera)

BBA –SDE - CBCS 2019 SEM VI

HR603 Management of Industrial Relations

Course Code	**HR603**	**Course Type**	**DSE**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Objectives of the course:

Learners will be able to understand the meaning of industrial relations, dispute and role of trade unions. Also they will be exposed to the concept and process of grievances and grievance handling.

Course Outcomes: Students will be able to apply the principles of industrial relations to the current scenarios.

Unit 1:

Meaning and definition of industrial relations (IR), objectives and scope of Industrial relations, parties of IR, Evolution of IR in India, Conditions for congenial IR.

Unit 2:

Trade unions – concept, evolution and functions, types and structure of trade unions, formation of trade unions in India, problems of trade unions.

Unit 3:(12 hours)

Industrial disputes – concept, classification and causes, strikes, types of strikes, lockouts. Impact of industrial disputes.

Unit 4:

Grievance – meaning and definition, causes of grievances, procedure of grievance redressal. Disciplinary action – needs, meaning, aspects of disciplinary procedure. Domestic enquiry.

Unit 5:

Settlement of industrial disputes, statutory methods as per industrial disputes act 1947, formation of works committee, functions of works committee, conciliation, meaning of conciliation, conciliation officer, voluntary and compulsory conciliation. Arbitration, Adjudication- types and process.

Books:

1. Venkataraman, C.S, Indian Industrial Relations, National Institute of Personnel Management.
2. Mamoria&Mamoria, Dynamics of Industrial Relations in India, Himalaya Publishing House
3. Sharma A.M, Aspects and legal frame work of Industrial Relation, Himalaya Publisher

Online Resources:

http://www.pondiuni.edu.in/storage/dde/downloads/hrmiii_irm.pdf

MOOCs: Swayam

BBA –SDE - CBCS 2019 - SEM VI

HR604 - Cross Cultural HRM

Course Code	**HR604**	**Course Type**	**DSE**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Objectives of the course:

- To create awareness about the cross cultural HRM and creating harmonious relationships between employees.

Course Outcomes: Students will be able to understand the issues related to cultural diversity and appreciate the importance of cross cultural management.

Unit 1:

Understanding Culture, Culture dimensions, cross cultural differences and managerial implications, Hofstede study, Significance and impact of cross culture on organizations, role of

culture in Strategic Decision Making . Influence of National Culture on Organizational Culture. Shift in Culture: significance of shift in Culture, Influence of economic factors and foreign intervention on shifts in local cultures

Unit 2:

Global business environment ,cross cultural perspectives, cultural paradox; cultural diversity and sensitivity, cross cultural leadership and decision making, Cross Cultural Communication and negotiation, cultural intelligence, case study of Cultural Intelligence by P. Christopher Earley and Elaine Mosakowski, HBR.

Unit 3:(12 hours)

International HRM – differences between domestic and international HRM, Expanding the Role of HRM in International Firms; international HRM approaches, HR and expansion strategies.

Unit 4: International recruitment and selection, performance management, training and development, compensation. Social Responsibility and International HRM; HRM In Cross Culture Mergers & Acquisitions

Unit 5:

International assignments – need and issues. Repatriation, coping with new role demands, labour relations. Managing expatriates.

Research and emergence of different approaches to cross cultural management.

Achieving and Sustaining International Competitive Advantage; International Strategic Alliances, Cross-culture ethics: Ethics values across cultures and Ethics dilemma

Books:

1. ShobhanaMadhavan, Cross-Cultural Management, Oxford University Press
2. P. Jyothi& D.N. Venkatesh, Human Resource Management, Oxford University Press.
3. K Aswathappa, Sadhna Dash, International Human Resource Management - Text And Cases, Tata McGraw-Hill
4. Paula Caligiuri, David Lepak, Jaime Bonache, Managing The Global Workforce, John

Wiley & Sons Ltd.
5. International HRM, P.Subba Rao, HPH
6. Cultures Consequence ; International Differences in Work related Values, G. Hofstede – – Sage
7. International HRM, A. Harzing, Sage
8. International Human Resource Management: Managing People in a Multinational Context by Peter J Dowling et al., Third Edition (South Western).
9. International management: Managing Across Borders And Cultural,4th Ed, Pearson.
10. Thakur, M., Burton & Gene, E (2002). International Management. Tata McGraw Hill.
11. Hodgetts, R. and Luthens, F. (2003). International Management. McGraw Hill Inc.
12. EsenDrlarry, Rchildress John, The Secret Of A Winning Culture: Building High-Performance Teams, Prentice Ha

Online Resources:

https://pdfs.semanticscholar.org/7242/bb07d3f9568f1579d5e0d87f189a673c5c65.pdf

MOOCs:

Swayam

BBA Specialization : International Business Management

International Business Management		
Elective	**Code**	**Course**
Elective – I	IB503	International Marketing
Elective – II	IB504	Export Import Procedures and Documentation
Elective – III	IB603	Basics of International Finance
Elective – IV	IB604	Fundamentals of International Economics

BBA – SDE - Sem -V (CBCS 2019)

IB 503: ELECTIVE –I : INTERNATIONAL BUSINESS MANAGEMENT

((INTERNATIONAL MARKETING.)

Course Code	**IB 503**	**Course Type**	**Discipline Specific Elective (DSE I)**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

- **Learning objectives:**
- To enable an understanding of what marketing is and how it operates in the international context.

Learning outcomes : Students will be able to know international markets and international issues. The syllabus is designed to provide a strong practical understanding of the principles, theories, and tools necessary to succeed in businesses.

Unit – I: Introduction to International Marketing.

International dimensions of Marketing; Domestic versus International Marketing; International Marketing – Scope and challenges; international Marketing process.

Unit – II: Global Marketing Environment.

Assessing global marketing opportunities, Environmental Analysis, and its techniques; emerging markets.

Unit – III: Planning for International Marketing.

Marketing research and information systems – meaning, needs and scope in the global context; Market analysis and foreign market entry strategies; Organizing marketing effort for global competition.

Unit – IV: Development Global Marketing Strategies.

Brands in the international markets, products and culture, product adaptation; Marketing consumer services globally; international marketing channels; Integrated marketing communication for global markets; Pricing for international markets.

Unit – V: Global Quality Standards.

- Quality issues in global markets; Global Quality standards; International agencies; Quality issues for Indian products in international markets

Reference books :

1) 1. International Marketing Strategy by Fram Bradley.
2) International Marketing by Alexander Hiam and Charles Shaw.

Online references:MOOCS:

- Management Skills for International Business (Coursera)
- Global Strategy I: How The Global Economy Works (Coursera)

Web resources:

- 1. Exchange control manual – RBI Publications.
- Foreign Trade Policies. (Latest)
- Handbook of Export Import procedure.
- Custom and Baggage Rules.
- RBI Official website
- www.ie.port.com

BBA –SDE -Sem -V (CBCS 2019)

IB 504: ELECTIVE –II : INTERNATIONAL BUSINESS MANAGEMENT

(EXPORT IMPORT PROCEDURE DOCUMENTATION)

Course Code	**IB 504**	**Course Type**	**Discipline Specific Elective (DSE II - ELECTIVE – II : INTERNATIONAL BUSINESS MANAGEMENT)**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

- **Learning objectives:**
- To give the conceptual clarity about polices and procedure s related to Export and Import
- To provide the guidelines for applicability of these concepts in Export – Import Business.

Learning outcomes : After studying this course student are able to

1. Understand basic concepts related to International Trade and Foreign Trade Policy
2. Understand the Regulations for Export and Import
3. Knowledge about theEXIM Documentations and International Logistics

Unit – I: Introduction. • Meaning and Importance of International Trade.

• Meaning, Definition and Significance of Export and Import.

Unit – II: Regulations for Export and Import.

Obtaining an I.E.C. number.

- Foreign Trade (Development and Regulation) Act.
- Foreign Exchange Management Act (FEMA).
- Pre-Shipment inspection and Quality Control Act and their importance.
- Exchange control manual.
- Foreign Trade Policy.

Unit – III: Export Import Contracts.

Meaning of Export Import Contract.

- Elements of Export Import Contract.
- FOB and CIF Contract.

Unit – IV: EXIM procedures.

- Export procedure – Registration Stage.
- Pre shipment inspection.
- Sales post Shipment Stage.
- Quality Control and Pre shipment Inspection.
- Sales Tax Exemption.
- Excise Clearance.
- Shipping and Custom Formalities.
- Marine Insurance.

Unit – V: EXIM Documentations and International Logistics.

- Commercial Documents.
- Principal Export Documents – Commercial Invoice, Packing list, Bill of Landing, Combined transport document, Certificate of Quality Control, Insurance Certificate, Certificate of Origin, Bills of exchange and Shipment advice.
- Auxiliary documents – Pro forma Invoice, Intimation for Inspection, Shipping Instructions, Insurance Declaration, Shipping Order, Certificate of Origin, Letter of Bank.
- Logistics – Clearance of goods against B/L and AWB, Aims and Objective of International trade and logistics.
- Organizations of overseas transport service.

Reference books :

1. C Rama Gopal, Export Import Procedure and Documentation, New age International Publisher's, New Delhi.

2. W.K. Acharya and Jain K.S. Export Import Procedure and Documentation, Himalaya Publishing House, Mumbai.

3. Aseem Kumar, Export and Import Management, Excel Book, New Delhi.

4. P.K. Khurana, Export Management, Galgotia Publishing Co. New Delhi

Journals:

- Indian Ports, published by Indian Port Association
- Indian Shipping – Indian National Ship-owners Association
-

News Paper Readings:

1. Business Standard

2. Financial Express 3. Economic Times
Online references: **For MOOCs:** • https://alison.com/ • *https://***swayam***.gov.in*
Web resources: • 1. Exchange control manual – RBI Publications. • Foreign Trade Policies. (Latest) • Handbook of Export Import procedure. • Custom and Baggage Rules. • RBI Official website • www.ie.port.com

BBA – SDE - Sem -VI (CBCS 2019)

IB 603: ELECTIVE – I : INTERNATIONAL BUSINESS MANAGEMENT

(BASICS OF INTERNATIONAL FINANCE)

Course Code	**IB 603**	**Course Type**	**Discipline Specific Elective (DSE I - ELECTIVE – I : INTERNATIONAL BUSINESS MANAGEMENT)**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

- **Learning objectives:**
- To understand the basics of finance function and environment for International Business.
- To find out financial challenges faced by businesses in increasingly globalizing economies.

Learning outcomes : After studying this course student are able to

1 At the end of the course students should be able to-

2 Understand basic concepts, elements related to International Finance.

3 Knowledge about the important Financing Methods for Cross Border Trade.

Unit – I: Introduction

- Meaning and Scope of International Finance
- Globalization and its impact.
- International Finance Vs Domestic Finance
- India's financial Sector reforms after globalization

Unit – II: International Financial Institutions

The World Bank

- International Bank for Reconstruction and Development (IBRD)
- International Development Association
- International Finance Corporation
- The multilateral investment guarantee agency (MIGA)

- International Monetary Fund (IMF)- Origins of IMF
- Asian Development Bank (ADB)
- Role of IMF and IBRD.

Unit – III: Financing of Cross Border Trade (Export & Import)

- Concept and importance of Cross Border Trade, Letter of Credit as a method of Export and Import ,parties involved in letter of credit, Steps involved in Letter of Credit
- Concept and significance of Pre Shipment and Post Shipment credit. Suppliers credit, Buyer's credit, Factoring, Forfeiting and Offshore Banking

Unit – IV: Concepts in International Finance

- Concept and importance of Foreign Direct Investment,
- Concept and significance of Foreign Institutional Investment.
- Difference between FDI & FII, impact of FDI & FII on the economy

Unit – V: Methods of International Trade Settlement

- Open account, Advance Payment, Documentary Credit, Documentary Collection, and Consignment Trading, External Commercial Borrowings

Reference books :

1) International Financial Management – H.R. Machiraju.

2) International Financial Management by P.G. Apte.

3) International Money & Finance, Prof.Melvin.

4) Reports on Currency & Finance, RBI Publication.

5) International Finance, Levi, Maurice.

Online references:

MOOCS:

- https://alison.com/
- https://swayam.gov.in

Web resources:

1. Companies Annual Reports

2. Money control

3. SEBI and RBI Official Websites

4. NSE and BSE Official Websites

5. RBI Official website

6. www.ie.port.com

BBA – SDE -Sem -VI (CBCS 2019)

IB 604: ELECTIVE – II :

INTERNATIONAL BUSINESS MANAGEMENT

(FUNDAMENTALS OF INTERNATIONAL ECONOMICS.)

Course Code	**IB 604**	**Course Type**	**Discipline Specific Elective (DSE II)**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Learning objectives: To understand economics of international business. To enable analysis of problems of global economics and formulate strategies for the same. The Bachelor of Business Administration (BBA) is designed to provide a strong practical understanding of the principles, theories, and tools necessary to succeed in businesses.

Learning outcomes : After studying this course student are able to

1 Students will be able to know international Trade mechanism and international issues.

2 Students will be able to know international Trade mechanism and international issues.

3 Students will be able to know international Trade mechanism and international issues.

Unit – I :Introduction to International Economics.

Introduction to international Economics – meaning and scope.

- Gains from international trade.
- Significance of international Economics.

Unit – II: Balance Payments.

Meaning & Structure of BOP.

- Equilibrium and Disequilibrium and adjustment in BOP.
- Statistical discrepancy.

Unit – III: Theories of International Trade.

Mercantilism, Absolute Cost Theory.

- H O Theory
- Comparative Cost Theory.
- Product Life Cycle Theory

Unit – IV: Formation of Regional Trade Blocks

- BRICS,SAARC,NAFTA,G20,SAFTA

Unit – V: Gold Standard Mechanism.

Fixed Vs Flexible exchange rate.

- Tariff and Non – tariff barriers.
- Argument for against protection.
- IMF and World Bank

Reference books

1) International Economics Koutsiyannis.
2) Economics by Samuelson.
3) International Economics, Mithai. D.M. Himalaya Publishing House, New Delhi.
4) International Economics, Cherunilam, The McGraw Hill Companies.
5) International Economics, Salvtore D., Prentice Hall, Upper Saddle River, N.J. New York.

Online references:

Management Skills for International Business (Coursera)

Global Strategy I: How The Global Economy Works (Coursera)

- MOOCS:
- https://alison.com/
- https://swayam.gov.in

BBA Specialization: Entrepreneurship Development

Elective	Code	Course Title
Elective – I	ED 503	Entrepreneurship & New Ventures Creation
Elective – II	ED 504	Corporate Entrepreneurship
Elective – III	ED 603	E- Commerce
Elective – IV	ED 604	Managing Family Businesses

BBA –SDE -CBCS 2019 - SEM V

ED 503: Entrepreneurship & New Venture Creation

Course Code	ED 503	**Course Type**	**DSE**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

Objectives:

The aim of this course is

- to enable the students to understand the nuances of creating new businesses, role of entrepreneurs, importance of creativity and innovation in entrepreneurial start-ups.
- build the skills, framework and knowledge in entrepreneurship and new venture creation in order to acquire the knowledge and spirit for venturing;
- gain knowledge on the characteristics of entrepreneurs and the entrepreneurial process;
- tounderstand the importance of the planning process and learn how to develop, write and present an effective business plan for a new venture.

Learning Outcomes:

At the end of the course, the students will have a fair idea about entrepreneurship, role of entrepreneurs, and the intricacies of starting a new business. Students will be able to write a business plan successfully.

Unit 1: The entrepreneurial Perspective

Concept of entrepreneur and entrepreneurship, motivations for becoming an entrepreneur, role of entrepreneurs in the present milieu, types of entrepreneurs (e.g. nascent entrepreneurs, social entrepreneurs, entrepreneurs, etc.), Process of entrepreneurial development. Life cycle of an enterprise.

Unit 2:Opportunity Identification and selection

Moving from an Idea to an Entrepreneurial Firm. Developing Successful Business Ideas , Recognizing Opportunities and Generating Ideas Need for Opportunity Identification and selection, Feasibility Analysis, Industry and Competitor Analysis, Writing a Business Plan, Business opportunities in various sectors.

Unit 3: Creating a Business Model

Concept of business model, functions of a business model, Types of business model,

Preparing the Proper Ethical and Legal Foundation, entrepreneur's approaches to resources—people, capital, and other assets. issues in the selection and effective utilization of outside professionals, such as members of a board of directors, lawyers, accountants, and consultant,

Unit 4: Setting up a New Venture

Assessing a New Venture's Financial Strength and Viability, Building a New-Venture Team.

Financing /Funding of new ventures, Managing and Growing an Entrepreneurial Firm, Unique Marketing Issues , Commercialization of Ideas, Importance of Intellectual Property

Challenges to Growth of an enterprise, Strategies for Firm Growth, Franchising, principal harvest options, including trade sale, going public, and cash flow

Unit 5: Small Businesses.

Micro Small Medium Enterprises Development(MSMED) Act 2006, Importance of Small Scale industry, Government Grants and Subsidy, clearance and NOC.

Starting a Small Scale unit – structure and ownership, establishment of units, project feasibility, tax benefits, incentives and concessions. Format of start ups. Marketing strategy of small businesses, Role of financial and non-financial institutions for small businesses,

Business Incubation

Definition and evolution of business Incubators, Establishing business incubators, Incubators role in supporting start-ups, Business incubators in India.

References :

1. ArunSahai& V. Sharma – Entrepreneurship and New Venture Creation, Excel Books.
2. Barringer, R.B., Ireland, D.R. (2012) Entrepreneurship: Successfully Launching New Ventures, 4th edition. Pearson Education.
3. Vasant Desai, Dynamics of Entrepreneurship Development ,Himalaya Publication house
4. Malhotra and Gupta, Management of Small Scale industries, Galgotia Publishing Company, New Delhi
5. David Holt Entrepreneurship , New Venture Creation , Prentice Hall India.
6. S.S. Khanka, Entrepreneurial Development S. Chand & Company Ltd. New Delhi
7. Raj Shankar, Entrepreneurship Theory and Practice, Tata McGraw Hill

8. Kumar Arya, Entrepreneurship: Creating and Leading an Entrepreneurial Organization, Pearson, India
9. DrAchutP.Pednekar, Entrepreneurship. Himalaya Publication House

Online Resources:

https://www.entrepreneur.com/

https://www.ashoka.org/en/focus/social-entrepreneurship

https://www.toppr.com/guides/business-studies/entrepreneurship-development/

https://www.entrepreneur.com/article/238908

https://www.Youtube.com/

https://www.shopkeep.com/blog/the-7-best-free-resources-for-planning-your-new-business

http://dst.gov.in/scientific-programme/t-d-tdb.htm

MOOCs:

https://startupindia.upgrad.com/ - Startup India Learning Programme

Swayam

BBA –SDE - CBCS 2019 - SEM V

ED 504 Corporate Entrepreneurship

Course Code	ED 504	Course Type	DSE
Credits	Three	Examination Pattern	UE + IA: 70:30

Objectives :

This course will expose the students to the tools, methods and logic that will enable to participate in or lead successful efforts in Corporate Entrepreneurship (CE).

By the end of the course student will:

- Have an overview of the field of Corporate Entrepreneurship
- Be familiar with the various tools, methods, approaches and architectures that organizations are employing and have an in-depth understanding of a few of them

Unit 1: Introduction to corporate entrepreneurship.

Concept and need of corporate entrepreneurship, Forms and antecedents of corporate entrepreneurship, overview of the field of Corporate Entrepreneurship

Unit 2: Promotion of Intrapreneurial culture.

Innovative culture and drivers, innovativeness and new business creation, top management support, leadership for innovativeness, Difference between intrapreneurship and entrepreneurship in concept and practice, Corporate strategy, structure and entrepreneurship , Human resource management and corporate entrepreneurship, Building supportive organizational cultures

Unit 3: Entrepreneurial mindset and entrepreneurship ecosystem

Importance of mindset, Entrepreneurial mindset and its impact, Entrepreneurial mindset enablers, entrepreneurial mindset in employees. Concept of entrepreneurial ecosystem, ecosystem and entrepreneurial mobility.

Unit 4:Challenges and best practices for successful business building inside firms.

Rationale for intrapreneurship, major challenges and hurdles for CE, risks of corporate entrepreneurship, how to successfully and safely navigate Obstacles ,

Unit 5: Case studies on Corporate Entrepreneurship

Case studies of TATA, Google, Apple, and others.

[1] Kuratko, D. F., Morris, M. H., &Covin, J. G. 2011. Corporate innovation & entrepreneurship: Entrepreneurial development within organizations (3rd ed.). Mason, OH: South-Western Cengage Learning.

[2] Burns, P. 2013. Corporate entrepreneurship: Innovation and strategy in large organizations (3rd ed.). New York: Palgrave Macmillan.

[3] Hisrich, R. D. & Kearney, C. 2012. Corporate entrepreneurship: How to create a thriving entrepreneurial spirit throughout your company. New York: McGraw-Hill.

[4] Raj Shankar, Entrepreneurship Theory and practice. Tata McGraw Hill

Online Resources:

https://www.entrepreneur.com/

http://www.sciencedirect.com/science/article/pii/S088390261300058X

https://www.toppr.com/guides/business-studies/entrepreneurship-development/

https://www.entrepreneur.com/article/238908

https://www.Youtube.com/

https://www.shopkeep.com/blog/the-7-best-free-resources-for-planning-your-new-business

http://dst.gov.in/scientific-programme/t-d-tdb.htm

MOOCs:

https://startupindia.upgrad.com/ - Startup India Learning Programme

Swayam

BBA –SDE - CBCS 2019 - SEM VI

ED 603 E-Commerce

Course Code	ED 603	Course Type	DSE
Credits	Three	Examination Pattern	UE + IA: 70:30

Objectives :

This course aims

- To understand the popular format of e-tailers, ie.online retailers of goods and services.
- To identify the challenges and opportunities of creating, growing and optimizing an e-commerce business.
- To help students conceptualize the various e-commerce business models that exist and to build new ones.

Course Outcome:

By the end of the course student will:

Students will have fair understanding of e-commerce for business growth and development and will get exposure to strategies to grow quickly and profitably through e-commerce strategies.

Unit 1: Introduction to e-Commerce:

Meaning, types, benefitsand impact of e-commerce, e-commerce in India. Advantages and disadvantages of e-commerce.

Infrastructure for e-Commerce – Internet and www, Intranet, extranet. E-commerce and internet.

Unit 2: Models of e-commerce

Business to business hub, market places, business to consumer, consumer to consumer, business to government, government to government.

Unit 3: e-marketing and e-CRM

Internet as an advertising media, e-advertising and marketing in India, Search Engines, Directories, Registrations, Solicited targeted E-mails, Interactive sites, Banners, Advertising, Spam

Mails, E-mail, Chain letters. E-Advertising Techniques: Banners, Sponsorships, Portals, and Online Coupons, limitations of internet advertising

e-CRM – meaning, applications, major trends, e-CRM marketing in India.

Unit 4: Electronic Payment Systems

Introduction to online payment systems, Secure Electronic Transaction (**SET**) and Secure Socket Layer (**SSL**) protocols, Pre-paid and post-paid e-payment system, security requirements for e-payment system., managerial issues for E-payment systems.

Unit 5: Electronic Data Exchange and E-Security

Electronic Data Exchange - definition, applications, advantages and limitations, Privacy issues.Security policy, procedures and practices, cryptology, digital signature, security protocols for e-commerce.

1. Chan, Lee, Dillon & Chang – E-Commerce Fundamentals & Applications, WILEY
2. P.T. Joseph – E-commerce: A Managerial Perspective, PHI.
3. Jeffrey F.Rayport& Bernard J.Jaworski: Introduction to E-commerce, TMH, 2003.
4. David Whiteley: E-Commerce- Strategy technologies and Applications, Tata Mac-Graw Hill, New Delhi, 2000.
5. C.S.V.Murthy: E-Commerce-Concepts, Models & Strategies, Himalaya Publishing house, Mumbai, 2003.
6. Kamalesh K Bajaj &Debjani Nag: E-Commerce, the Cutting Edge of Business- Tata McGraw-Hill, New Delhi, 2002.
7. Perry: E-Commerce, Thomson Publications, New Delhi,2003.
8. Elias M.Awad: Electronic Commerce,Prentice-Hall India, New Delhi,.2002

Online Resources:

https://saif4u.webs.com/E-ommerce-Notes.pdf

https://www.entrepreneur.com/

https://www.Youtube.com/

https://blog.taxjar.com/5-online-resources-for-ecommerce-business-owners/

https://www.oberlo.in/blog/top-50-ecommerce-resources

https://www.practicalecommerce.com/12-Good-Ecommerce-Resources

MOOCs:

https://www.mooc-list.com/course/foundations-e-commerce-coursera

https://www.class-central.com/course/coursera-foundations-of-e-commerce-2294

https://www.udemy.com/the-wide-world-of-moocs/

BBA –SDE - CBCS 2019 - SEM VI

ED 604Managing Family Businesses

Course Code	ED 604	Course Type	DSE
Credits	Three	Examination Pattern	UE + IA: 70:30

Objectives of the course:

- Understand the family business dynamics in terms of three elements – the individual, the family, and the business.
- Identify the social and economic impact of family business.

Course Outcomes: Students will be able to

- Apply the specific practices and skills of effective family businesses.
- Integrate entrepreneurial and professional management concepts for strengthening family business organizational performance.

Unit 1

Introduction: Family values , heritage, tradition, Family Relationships and Family Systems Meaning of family , Concept, structure and forms of Family business, Advantages of Family businesses, Culture and evolution of family firmThe Nature, Importance, and Uniqueness of Family Business

Unit 2 :

Conflict resolution: Individual roles/functions in the family Managing Business, family and shareholder relationships ; Conflict and conflict resolution in family firms.

Unit 3

Managing Leadership, succession and continuity. Succession planning and process, - Continuing The Next Generation Entrepreneur, Succession and the Transfer of Power, creating the Strategy for leadership, Choosing and Grooming the successor. Encouraging change in the family business system.

Unit 4

Professionalism in Family business: Orientation of family entrepreneurs, on the job training,Family

councils, Family Offices, Management Philosophy and Core values, Strategic Commitment and Family Commitment, Business Vision and Family Vision, Business Strategy Plan and Family business continuity plan. Success factors of family businesses.

Unit 5

Excellence in Family business: Corporate and Family Governance, Best Practices in Family business: Communication, Independence, Vision, Documentation, women's issues in the family business ,Case Studies on Family Businesses.

Text Books:

1. Entrepreneurship and Small Business : Paul Burns, Palgrave Publication
2. Entrepreneurship : Rajeev Roy, Oxford Higher Education Publicatio
3. Entrepreneurship (successfully Launching New Ventures) : Bruce Barringer, R. Ireland, Pearson
4. Vasant Desai , Dynamics of Entrepreneursgip Development, Himalaya Publicaion house
1. S.S. Khanka , Entrepreneurial Development S. Chand & company Ltd.
2. Peter f. Drucker , Inoovation and Entreprenurship

Online Resources:

https://www.entrepreneur.com/

https://www.toppr.com/guides/business-studies/entrepreneurship-development/

https://www.entrepreneur.com/article/238908

https://www.Youtube.com/

https://www.shopkeep.com/blog/the-7-best-free-resources-for-planning-your-new-business

http://dst.gov.in/scientific-programme/t-d-tdb.htm

MOOCs:

https://startupindia.upgrad.com/ - Startup India Learning Programme

Swayam

BBA Specialization :Financial Market

Financial Market		
Elective	**Code**	**Course**
Elective – I	FM503	Introduction to Financial Markets and Financial Institutions
Elective – II	FM504	Capital Market Operations
Elective – III	FM603	Commodity Markets
Elective – IV	FM604	Introduction to Derivatives : Equity and Currency

BBA- SDE - Sem -V (CBCS 2019)

FMK-503: ELECTIVE – I : FINANCIAL MARKETS

INTRODUCTION TO FINANCIAL MARKETS AND FINANCIAL INSTITUTIONS

Course Code	**FMK-**503	**Course Type**	**Discipline Specific Elective (DSE I)**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

- **Learning objectives:**
- To introduce to the theory and practice of Financial Markets and Institutions.
- To help students to gain a thorough understanding of the working of Financial Markets and Features of Financial Instruments
- To introduce to the management of Financial Markets and Institutions in an international context.

Learning outcomes : After studying this course student are able to

1 • The working of Financial Markets and Features of Financial Instruments

2 • The management of Financial Markets and Institutions in an international context.

Note : Students are expected to keep themselves updated with latest developments in the subject Through- Online Trading Workshop- Training Session, Business News Channel-line CNBC-TV, ZEE Business, NDTV Profit etc.

Unit I: Overview of Financial Market And Institutions:

Introduction to Indian Financial System & its Development,

- Importance of Capital and Money Market
- Foreign Exchange Market,
- Role of Financial Institutions in Financial Markets

Unit II Capital And New Issue Market and Secondary Market:

Capital markets: Primary market, Secondary Market

- Advantage of Primary Market
- Difference Between Primary and Secondary market,
- New Issue Market(IPO) – Functions of New Issue market,
- SEBI Guidelines for New Issue Market, Recent Trends in New Issue Market.
- Functions/services of stock exchange- recognition of stock exchange, organization of Stock exchange in India-
- Listing of Securities-Listing Procedure- registration of Stock Brokers- functions of Brokers.
- Methods of Trading in Stock Exchange – Online Trading –BSE-BOLT System- Mobile Trading, Merits of Online Trading,

Unit III Mutual Funds:-

- Introduction & Origin of Mutual Fund-
- Types of Mutual Fund, Importance of Mutual Fund
- Concept of Net Assets value

Unit IV Introduction to Derivatives Market

- Concept of Derivatives, Functions, Types – Forward, Futures, Options Swap

Unit V Financial Institutions :

- Introduction to Banking and Non Banking Financial Institutions.
- Institutional Finance – IDBI, SIDBI

Reference books :

1. Financial Markets and Services-E Gorden-K.Natrajan-Himalaya Publishing House
2. Gurusamy, Financial Markets and Institutions, 3rd edition, Tata McGraw Hill.
1. Saunders, Financial Markets and Institutions, 3rd edition, Tata McGraw Hill.
2. Thummuluri, Siddaiah, Financial Services, 1st edition, Pearson Education.
3. Khan, Indian Financial Systems, 6th edition, Tata McGraw Hill.
4. Essential: Howells, P., and K. Bain (2007),

Journals:

1. Financial Markets and Institutions, 5th ed. Financial Times/ Prentice Hall. ISBN: 0273709194 Supplementary: Pilbeam, K. (2010),
2. Financial Markets and Institutions, 3rd ed. Palgrave Macmillan. ISBN: 023023321X Valdez, S. and P. Molyneux (2010),
3. An Introduction to Global Financial Markets, 6th ed. Palgrave Macmillan.. ISBN: 0230243096. Mishkin, F. and S. Eakins (2008),
4. Financial Markets and Institutions, 6th ed. Pearson Education. ISBN: 0321552113

Online references:

MOOCS: • https://swayam.gov.in/ • https://alison.com/:
Web resources: www.moneycontrol.com www.rbi.org.in www.icai.org https://www.sebi.gov.in https://www.nseindia.com https://www.bseindia.com

BBA- SDE - Sem -V (CBCS 2019)

FMK-504: ELECTIVE –II : FINANCIAL MARKETS

CAPITAL MARKET OPERATIONS

Course Code	**FMK**-504	**Course Type**	**Discipline Specific Elective (DSE II)**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

- **Learning objectives:**
- To help the students in understanding the capital market trading, clearing, settlement
  To introduce the eligibility criteria for membership of NSE, important regulatory aspects and valuation concepts

Learning outcomes : After studying this course student are able to

- Capital Market Trading, Clearing and Settlement
- regulatory aspects and valuation concepts.

Unit – I: Introduction.

Unit I: Indian Securities Market – An Overview:

- Introduction, Capital Market Intermediaries,
- Industrial Securities market- Government securities Market- Long Term Loan Market Primary market, Secondary market, products
- Participants of Derivatives market

Unit II: Trading Operations:

- Introduction, NEAT system, Market types,
- Order Management, trade management, auction, Trade Mechanism
- Introduction to Debt Market, Wholesale Debt Market

Unit III: Clearing and Settlements:

- Introduction, Transaction cycle, Settlement process, Settlement agencies, Risks in settlement, Securities settlement, Funds Settlement Shortages handling, Risk containment measures,
- International securities, Identification number, Demat and Electronic transfer of securities, In protection fund

Unit IV: Legal & Regulatory Framework:

- Introduction to various Acts governing securities Market –Important provisions of SEBI (Stock Brokers & Sub – Brokers) Regulations, 1992, SEBI (Prohibition of Insider Trading) Regulations, 1992, SEBI (Prohibition of Fraudulent and Unfair Trade Practices Relating to Securities markets) Regulations,2003.
- The Depositories Act, 1996, Money Laundering Act, 2002.

Unit V: Fundamental and Technical Analysis:

- Fundamental and Technical Analysis, Types of Charts and Technical Indicators
  Market Simulation Lab. Market simulation lab sessions on internet based software to develop

  Keyboarding skills for cash market.

Note : Students are expected to keep themselves updated with latest developments in

the subject from financial dailies like The Economic Times, Financial Express etc.,

watch business channels e.g. CNBC, NDTV Profit, ET Now etc. and get updates from webs SEBI, NSE etc.

Reference books :

1. E-GordenK.Natrajn –Himalaya Publishing House.
2. Chandra Prasanna, (2009), Investment Analysis, 3rd edition, Tata McGraw Hill.
3. Choudhry, Moorad, (2002), Capital Market Instruments, Prentice Hall.
4. EDMadhusoodanan, (2008), Indian Capital Markets, Quest Publications.
5. Gurusamy, (2009), Capital Markets, 2nd edition, Tata McGraw, Hill.

Online references:
For MOOCs:

https://swayam.gov.in/

- https://alison.com/*:*

Web resources:

www.moneycontrol.com

www.rbi.org.in

www.icai.org

https://www.sebi.gov.in

https://www.nseindia.com

https://www.bseindia.com

BBA- SDE -Sem -VI (CBCS 2019)

FMK-603: ELECTIVE – III : FINANCIAL MARKETS

(COMMODITY MARKETS)

Course Code	**FMK-**603	**Course Type**	**Discipline Specific Elective (DSE I -)**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

- **Learning objectives:**
- To understand commodities market, products, financial derivatives, pricing mechanism
- To know the trading, clearing and settlement operations using NCDEX platform.
- To introduce to regulatory framework and taxation aspects.

Learning outcomes : After studying this course student are able to

1 • Commodities market, products, financial derivatives, pricing mechanism

2 • Regulatory framework and taxation aspects

Unit I: Introduction to Commodity :

- Introduction to derivatives, products, participants and functions, derivatives markets,
- Difference between commodity and financial derivatives,
- Evolution of commodity exchanges, global commodity derivatives exchanges, latest developments.

Unit II: Application of Commodity Futures :

- Instruments available for trading – Forward contracts, Introduction to futures and options, Payoff for F&O,
- Using futures versus options, Cost of carry model, Futures basis; Using commodity futures for hedging, Speculation and arbitrage.
-

Unit III: Trading, clearing and Settlement :

- Trading – Futures trading systems, Entities in the trading systems, Commodity futures trading

cycle, Order types and trading, Parameters, Margins for trading in futures, Charges, Hedge limits;

- Clearing and Settlement – Clearing, Settlement, Risk Management, Introduction to NCDEX

Unit IV: Regulatory Framework of Commodity Derivatives : Rules governing Commodity Derivatives Exchange, Participants, Investor grievances and Arbitration

Unit V: Trading In Commodity Markets:

Patterns of Trading & Settlement,

- Efficiency of Commodity Markets - Size of volumes of Commodities

SKILL DEVELOPMENT

- Prepare the list of recognized stock exchanges in India
- Prepare the process chart of online trading of shares and debentures.
- Prepare the chart showing Governing Body of the Commodities Market
- Prepare the list of commodities traded on commodity market.
- Enlist the role of NSDL and CSDL

Text Books :

1. Commodities Market Module, Workbook from NSE.

2. Chatnai, (2010), Commodity Markets, 1st edition, Tata McGraw Hill.

Reference Books :

1. Kleinman, George, (2001), Commodity Futures & Options, 2nd (revised illustrated edition), Prentice Hall.
2. Stephens, John, (2001), Managing Commodity Risk, John Wiley & Sons.
3. Hirschey, (2010), Investments: Analysis and Behavior, 1st edition, Tata
4. McGraw Hill.Indian Institute of Banking & Finance, (2007), Commodity Derivatives, Macmillan India Ltd.

Online references:
MOOCS:

https://swayam.gov.in/

https://alison.com/*:*
Web resources: www.moneycontrol.com www.rbi.org.in www.icai.org https://www.sebi.gov.in https://www.nseindia.com https://www.bseindia.com

COURSE BBA SEM – VI

BBA- SDE - Sem -VI (CBCS 2019)

FMK-604: ELECTIVE – IV : FINANCIAL MARKETS

(INTRODUCTION TO DERIVATIVES : EQUITY AND CURRENCY)

Course Code	**FMK-**604	**Course Type**	**Discipline Specific Elective (DSE I - ELECTIVE – II)**
Credits	Three	**Examination Pattern**	UE + IA: 70:30

- **Learning objectives:**
- To understand the concepts of equity and currency derivatives,
- Derivatives products and their applications as a risk management tool using different trading strategies on stock exchanges

Learning outcomes : After studying this course student are able to

1 • Equity and Currency Derivatives

2 • Application of Derivatives as a risk management tool using different trading strategies on stock exchanges.

Unit I: Risk Management and Introduction to Derivatives Market:

Introduction to Risk, Types of Risks and Risk Management Process

- Meaning, History and Origin, Elements of a Derivative Contract,
- Factors Driving Growth of Derivatives Market, Types of Derivatives,
- Participants in Derivatives Market, Advantages and Disadvantages of Trading in Derivatives Market

Unit II: Introduction to Currency Markets:

- Introduction to Currency markets, Exchange rates, factors affecting currency market,
- Currency futures, Strategies using currency futures,
- Hedging, Speculation, Arbitrage, NSE's currency derivatives segment.

Unit III: Application of Commodity Futures:

Instruments available for trading – Forward contracts, Introduction to futures and options

Unit IV: Introduction to Options:

Options: Options Contract Specifications, Call Option, Put Option

- Difference between Futures and Options, Trading of Options, Factors Affecting Option Premium, Payoff Charts and Diagrams for Option Contract,
- Basic Understanding of Option Strategies.

Unit V: Trading, clearing and Settlement:

Meaning and Concept, SEBI Guidelines, Trading Mechanism – Types of Orders, Clearing Mechanism –

- NSCCL – its Objectives and Functions, Settlement Mechanism – Types of Settlement.

Text Books :

- Equity Derivatives : A Beginner's Module, Workbook from NSE.
- Currency Derivatives : A Beginner's Module, Workbook from NSE.

Reference Books :

1. Vohra, N.D., and Bagri, B.R. (2009), Futures and Options, 9th edition, Tata
2. McGraw Hill, Publishing Company Ltd.
3. Red Head, (2007), Financial Derivatives : An Introduction to Futures, Forward,
4. Options, Prentice Hall of India.
5. Vohra, (2010), Futures and Options, 2nd edition, Tata McGraw Hill.
6. Vohra, (2010), Derivatives and Risk Management, 1st edition, Tata McGraw Hill

Online references:

MOOCS:

https://swayam.gov.in/

https://alison.com/*:*

Web resources:

www.moneycontrol.com

www.rbi.org.in

www.icai.org

https://www.sebi.gov.in

https://www.nseindia.com

https://www.bseindia.com

BHARATI VIDYAPEETH
DEEMED UNIVERSITY, PUNE (INDIA)

(Established u/s 3 of the UGC Act, 1956 vide Notification No.F.9-15/95-U-3 of the Govt. of India)

*** Accredited 'A+' Grade (2017) By NAAC ***

*** 'Category -I' University Status by UGC ***

*** 'A' Grade University Status by MHRD Govt. of India ***

"Social Transformation Through Dynamic Education"

SCHOOL OF DISTANCE EDUCATION

Recognized by University Grants Commission- Distance Education Bureau (UGC-DEB), New Delhi

PROGRAMME PROJECT REPORT (PPR)

OF

BACHELOR OF COMPUTER APPLICATIONS (BCA)

Board of Studies in Computer Applications and Systems Studies
Structure of Bachelor of Computer applications Programme
(Under Choice Based Credit System)

1. INTRODUCTION

The BCA Programme is a full time 100 Credits program offered by Bharati Vidyapeeth (Deemed to be University), Pune and conducted at its management institutes in Delhi, Karad, Kolhapur, Pune, Sangli, and Solapur. All the six institutes have excellent faculty, Laboratories, Library, and other facilities to provide proper learning environment. The University is reaccredited by NAAC with an 'A+' grade. The expectations and requirements of the Software Industry, immediately and in the near future, are visualized while designing the BCA programme. This effort is reflected in the Vision and Mission statements of the BCA programme. Of course, the statements also embody the spirit of the vision of Dr. Patangraoji Kadam, the Founder of Bharati Vidyapeeth and Chancellor, Bharati Vidyapeeth University which is to usher in "Social Transformation through Dynamic Education."

2. VISION STATEMENT OF BCA PROGRAMME

To create high caliber solution architects and innovators for software development.

3. MISSION STATEMENT OF BCA PROGRAMME

To teach 'things, not just words', 'how to think', and 'how to self-learn'.

4. OBJECTIVES OF THE BCA PROGRAMME

The main objectives of BCA Programme are to prepare the youth to take up positions as system analysts, system engineers, software engineers and programmers. Accordingly the course curriculum aims at developing 'systems thinking' 'abstract thinking', 'skills to analyze and synthesize', and 'skills to apply knowledge', through 'extensive problem solving sessions', 'hands on practice under various hardware/software environments' and' three projects'. In addition, 'social interaction skills', 'communication skills', 'life skills', 'entrepreneurial skills', and 'research skills' which are necessary for career growth and for leading quality life are also imparted.

5. LEARNING OUTCOMES FROM THE BCA PROGRAMME

At the end of the course the student should be able to:

(a) Analyze problems and design effective and efficient software solutions.
(b) Develop software under latest Application Development Environments.
(c) Learn new technologies with ease and be productive at all times.
(d) Read, write, and contribute to technical literature.
(e) Work in teams.
(f) Be a good citizen in all respects.

6. ACADEMIC PLANNER

	For June Admission Session Students	For January Admission Session Students
Admission Date	1st July to 30th September	1st January to 28th February
Eligibility Document Submission	1st July to 30th September	1st January to 31st March
Internal Home Assignment Submission	**For Sem - I, III, V -** August to September **For Sem - II, IV, VI -** March to April	**For Sem - I, III, V -** March to April **For Sem - II, IV, VI -** August to September
Examination Form Submission	**For Sem - I, III, V -** August to September **For Sem - II, IV, VI -** March to April	**For Sem - I, III, V -** March to April **For Sem - II, IV, VI -** August to September
University Examinations	**For Sem - I, III, V -** December **For Sem - II, IV, VI -** June	**For Sem - I, III, V –** June **For Sem - II, IV, VI -** December

7. ADMISSION PROCEDURE

The Application Form is available at each Academic Study Centres. The candidate will have to apply for admission to any academic programme of his / her choice in the prescribed form attached with Information booklet. University has made available the facility of 'Online application for Admission' to the students to apply for admission to the various programs. The candidate will be admitted provisionally to the programme on verification of the eligibility for admission. He / She will be asked to complete the eligibility requirement by submitting the required Marksheets, Leaving/Transfer Certificate, Educational Gap Certificate (if required), Aadhaar Card etc. After verification of required documents candidate admission will be confirmed.

8. ELIGIBILITY FOR ADMISSION TO THIS COURSE

A candidate applying for BCA programme should have passed higher secondary or equivalent examination (10 + 2) of any recognized Board or Diploma in Engg. / Technology / Vocational education awarded by State Board / University of 2 Years duration after SSC (Xth std.).

9. DURATION

The minimum duration of the BCA degree programme is three years divided into six semesters although student may complete the programme gradually within a maximum period of Eight years. If Programme is not completed successfully during Eight years, he/she will be required to take fresh admission.

10. MEDIUM

The medium of instruction and examination is English only.

11. FEE STRUCTURE

Sr. No.	Particular	I Year	II Year	III Year
		For all centres	For all centres	For all centres
1	Admission Fee	500/-	-	-
2	Tuition Fee	20000/-	20000/-	20000/-
3	Examination Fee	5770/-	5770/-	5870/-
Total		**26270/-**	**25770/-**	**25870/-**

12. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

Sr. No.	Programmes	Total Programme Fees	Admission Fee	Tuition Fee	Study Material Development Cost	Contact Lectures Cost	Other Administrative / Educational Expenses
1	B.C.A. (For all centres)	60500/-	500/-	60000/-	3443/-	9000/-	32557/-

13. STUDENT SUPPORT SERVICES

a) Student Counseling:-

Full time Student Counseling Desk is available at BVDU School of Distance Education, Pune (Head Quarter). Student can contact to this office and get detail information related to Admission, Programme eligibility, Programme fees, Important Dates related to all Academic Activities, details of Academic Study Centre, Information of Examinations etc. As well as student can contact to this office through email for their queries.

b) Personal Contact Session (PCP):-

Personal Contact Sessions conducted by Academic Study Centre and organized on holidays, normally at time convenient to the student, during which a qualified expert faculty gives explanations and help to clear the doubts and difficulties of the students and also delivering instructions to the students about study material.

c) E-Learning Support:-

The electronic versions of learning resources in mobile-ready formats are available freely on `e-Learning Environmental Portal' of School of Distance Education (econnect.bvuict.in/econnect/) for students. Details programme Syllabus, Videos of Expert Lecturers on various Topics, Self Learning Material, Old Question Papers are also available on this portal. Student can easily access this instructional material.

d) Self Learning Material (SLM):-

SLM will be provided to student on Book form which contents will help them as a reference book. Learner can able to understand the subject matter even in the absence of a teacher.

14. METHODS AND MEDIA USED IN SELF INSTRUCTIONAL MATERIAL DELIVERY

Self Instructional Material is delivered in various media. The printed copies of learning resources in Self Instructional format for this programme is made available to the students through Academic Study Centres. The electronic version of the learning resources including the lectures, instructional material, lectures in mobile-ready formats are available freely on the `e-learning Environmental Portal` of School of Distance Education.

15. FACULTY AND SUPPORT STAFF

As per the requirement of programme faculties (internal and external) are available in adequate number. They are conducting all academic activities related to this programme.

16. EVALUATION OF LEARNER

As a part of evaluation of learner following activities are conducting at every Academic Study Centre.

- Continuation / Internal Assessment of each subject
- Conducting Tutorials
- Conducting Term End Examinations at the end of each session.
- Question Papers Sets with Multiple Choice Questions

17. GRADING SYSTEM FOR PROGRAMMES UNDER FACULTY OF MANAGEMENT STUDIES

Grade Points: The Faculty of Management Studies, Bharati Vidyapeeth University has suggested the use of a 10-point grading system for all programmes designed by its various Board of Studies. A grading system is a 10-point system if the maximum grade point is 10. The system is given in Table I below.

Table I: The 10-point Grading System Adapted for Programmes under FMS

Range of Percent Marks	[75, 100]	[70,74.9]	[65, 69.9]	[60, 64.9]	[55, 59.9]	[50, 54.9]	[45, 49.9]	[40, 44.9]	[00, 39.9]
Grade Point	10.0	9.0	8.0	7.0	6.0	5.5	5 0	4.5	0.0
Grade	O	A+	A	B+	B	C	+ C	D	F

i. Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

At the end of each term, SGPA is calculated as the weighted average of all GPI of courses in the current semester in which the student has passed, the weights being the credit values of respective courses. Similarly, at the end of each semester, CGPA is calculated as the weighted average of all GPI of all courses in which the student has passed **up to** the current Semester.

ii. **Standards of Passing**:

a) In order to pass in a course, a student must obtain a minimum grade point of 4.5 at the UE and also a minimum GPI of 4.0 in the course. There is no separate passing criterion in IA. Thus, a student may fail in a course either because he/she failed at UE or he/she failed in aggregate performance of UE and IA. A student who passes in a course is said to have completed the credits assigned to the course.

(b) A student who has passed in all heads of passing in Part-I, Part-II and Part-III with minimum of 100 credits and who wishes to discontinue the programme will be awarded the degree of Bachelor of Computer Applications (BCA) with the honors according to Table II.

(c) A student who completed the minimum credits required for a programme will be declared to have completed the programme with the honours according to Table II and will be awarded the degree of Bachelor of Computer Applications.

Table II: CGPA Ranges for Class Declaration

Range of CGPA	[4.00, 4.99]	[5.00, 5.49]	[5.50, 5.99]	[6.00, 7.99]	[8.00, 10.00]
Division	Pass Class	Second Class	Higher Second Class	First Class	First Class with Distinction
Range of Marks (%)	[40.0, 49.9]	[50.0, 54.9]	[55.0, 59.9]	[60.0, 69.9]	[70.0, 100.0]

iv. **Equivalence between CGPA and Percent Marks**: Any stakeholder may convert GPI of a course, SGPA, or CGPA to an equivalent percent marks using the formula

Marks (%) = 10 * CGPA if CGPA in [4.00, 6.00]
5 * CGPA + 30 if CGPA in [6.00, 9.00]
25 * CGPA – 150 if CGPA in [9.00, 10.00]

The above formula gives values in the Table III. For values which are not in the Table III, use the formula directly.

18. SCHEME OF EXAMINATION:

For some courses there is Internal Assessment (IA) conducted by the respective institutes as well as a University Examination (UE) at the End-of-the Term. UE will be conducted out of 70 marks and IA will be conducted for 30 marks then these are converted to grade points and grades as per the Table I. For courses having only Continuous Assessment (CA) the respective institutes will evaluate the students in varieties of ways, three or four times, during

the term for a total of 100 marks. Then the marks will be converted to grade points and grades using the Table I.

19. STANDARDS OF PASSING:

For all courses, both UE and IA constitute separate heads of passing (HoP). In order to pass in such courses and to earn the assigned credits, the learner must obtain a minimum grade point of 5.0 (40% marks) at UE and also a minimum grade point of 5.0 (40% marks) at IA.

A student who fails at UE in a course has to reappear only at UE as backlog candidate and clear the Head of Passing. Similarly, a student who fails in a course at IA has to reappear only at IA as backlog candidate and clear the Head of Passing to secure the GPA required for passing.

The 10 point Grades and Grade Points according to the following table:

Range of Marks (%)	Grade	Grade Point
80≤Marks≤100	O	10
70≤Marks<80	A+	9
60≤Marks<70	A	8
55≤Marks<60	B+	7
50≤Marks<55	B	6
40≤Marks<50	C	5
Marks < 40	D	0

The performance at UE and IA will be combined to obtain GPA (Grade Point Average) for the course. The weights for performance at UE and IA shall be 70% and 30% respectively. GPA is calculated by adding the UE marks out of 70 and IA marks out of 30. The total marks out of 100 are converted to grade point, which will be the GPA.

20. AWARD OF HONOURS:

A student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honours are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
9.5≤CGPA ≤10	O	Outstanding	80≤Marks≤100
9.0≤CGPA ≤9.49	A+	Excellent	70≤Marks<80

8.0≤CGPA ≤8.99	A	Very Good	60≤Marks<70
7.0≤CGPA ≤7.99	B+	Good	55≤Marks<60
6.0≤CGPA ≤6.99	B	Average	50≤Marks<55
5.0≤CGPA ≤5.99	C	Satisfactory	40≤Marks<50
CGPA below 5.0	F	Fail	Marks below 40

21. RULES OF ATKT:

1. A student is allowed to carry backlog of any number of subjects for Semester IV.
2. A student must pass Semester I and Semester II to appear for Semester V.

STRUCTURE:

SEMESTER-WISE COURSE STRUCTURE FOR BCA

SEMESTER I

Course Number	**Course Title**	**Credits**	**IA Marks**	**EoTE Marks**
101	Fundamentals of Information Technology	3	30	70
102	Algorithm and program Design	3	30	70
103	C Programming - I	3	30	70
104	Business organization system	2	30	70
105	Business Mathematics	3	30	70
106	Lab on MS-Office Suite	1	-	100
107	Lab on C Programming - I	1	-	100
108	**General course-I:** Community Work I / Career & Life Skills / Waste Management	1	50	-
Total		**17**	**200**	**550**

SEMESTER II

Course Number	**Course Title**	**Credits**	**IA Marks**	**EoTE Marks**
201	Computer Organization and Architecture	3	30	70
202	DBMS I	3	30	70
203	C Programming - II	3	30	70
204	Financial Accounting	2	30	70
205	Principles of Management	2	30	70
206	Lab on C Programming - II	1	-	100
207	Environmental Studies	1	30	70
208	**General Course II :** Community Work II (Swacchh Bharat Abhiyan) / Sectoral Analysis / Smart Cities	1	50	-
Total		**16**	**230**	**520**

SEMESTER III

Course Number	Course Title	Credits	IA Marks	EoTE Marks
301	Operating Systems	3	30	70
302	Software Engineering	3	30	70
303	DBMS II	3	30	70
304	Statistics	3	30	70
305	Multimedia Technology	2	30	70
306	Lab on Oracle and Multimedia	1	-	100
307	Lab on Linux Operating System	1	-	100
308	**General Course III :** Community Work III / Start up management / Agro Tourism	1	50	-
Total		**17**	**200**	**550**

SEMESTER IV

Course Number	Course Title	Credits	IA Marks	EoTE Marks
401	Computer Networks	3	30	70
402	Software Testing	3	30	70
403	Java Programming	3	30	70
404	Operations Research	2	30	70
405	Entrepreneurship Development	2	30	70
406	Lab on Java	1	-	100
407	Minor Project - I	1	-	50
408	**General Course IV:** Community work IV / Basics of Taxation / Meditation & Yoga	1	50	-
Total		**16**	**200**	**500**

SEMESTER V

Course Number	Course Title	Credits	IA Marks	EoTE Marks
501	Introduction to the Internet Technologies	3	30	70
502	Object Oriented Analysis and Design	3	30	70
503	C# Programming	3	30	70
504	Graph Theory	3	30	70
505	Elective I	2	30	70
506	Lab on Internet Technology and C# Programming	1	-	100
507	Minor Project II	1	-	50
508	**General Course V:** Social Media Management / Road Safety and Management / Event Management	1	50	-
Total		**17**	**200**	**500**

SEMESTER VI

Course Number	Course Title	Credits	IA Marks	EoTE Marks
601	Data warehousing and Data Mining	3	30	70
602	Web Programming	3	30	70
603	Software project Management	3	30	70
604	Business Analytics	3	30	70
605	Elective II	2	30	70
606	Lab on Web programming	1	-	100
607	Major Project	1		100
608	**General Course VI:** Business Ethics / Basics of Hospitality Management / Aptitude	1	50	-
Total		**17**	**200**	**550**

Electives:

Elective No.	Elective Group	Course No	Course Name
01	**Information Security**	505-1-A	Information Security Concepts
		605-1-B	Information Security Administration
02	**Big Data**	505-2-A	Introduction to Big Data
		605-2-B	HADOOP
03	**Information Systems**	505-3-A	E-Commerce
		605-3-B	Knowledge Management

Practical Examinations:
For courses Nos. 106,107, 206, 306, 307,406, 506 and 606 there will be practical examination.

Note :
*** The General Courses in all the semesters will be conducted through MOOC (Swayam). The percentage of MOOC courses is 12.5%

SEMESTER I

Course Number	Course Name	Credits	
101	**Fundamentals of Information Technology**	**3**	

Course Objective:

The main objective is to introduce IT in a simple language to all undergraduate students, regardless of their specialization. It will help them to pursue specialized programs leading to technical and professional careers and certifications in the IT industry. The focus of the subject is on introducing skills relating to IT basics, computer applications, programming, interactive medias, Internet basics

Expected Outcome :

At the end of this course, student should be able to

(a) Understand basic concepts and terminology of information technology.

(b) Have a basic understanding of personal computers and their operations.

(c) Be able to identify issues related to information security.

References (Books, Websites etc) :

How to solve computer – Dromey

Computer Fundamentals by P. K. Sinha,

Suggested MOOC :

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to Computers:** Definition, .Basics of Computer, Characteristics of computers, Evolution of Computer, Block Diagram Of a computer, Generations of Computer, Classification Of Computers, Applications of Computer, Capabilities and limitations of computer.
2	**Computer Arithmetic:** Binary, Binary Arithmetic, Number System: Positional & Non Positional, Binary, Octal, Decimal, Hexadecimal, Converting from one number system to another , 1's Complements, 2's Complements, Computer Codes, Rules and laws of Boolean algebra, Basic Gates (NOT, AND & OR)
3	**Input Output Devices:** Role of I/O devices in a computer system. Input Units: Keyboard, Terminals and its types. Pointing Devices, Scanners and its types, Voice Recognition Systems, Vision Input System, Touch Screen, Output Units: Monitors and its types. Printers: Impact Printers and its types. Non Impact Printers and its types, Plotters, types of plotters, Sound

	cards, Speakers.
4	**Storage Fundamentals:** Primary Vs Secondary Storage, Data storage & retrieval methods. Primary Storage: RAM ROM, PROM, EPROM, EEPROM. Secondary Storage: Magnetic Disks. Flash Drives, DVD, Blue-Ray disc.
5	**Software:** Software and its needs, Types of S/W. System Software: Operating System, Utility Programs Programming Language: Machine Language, Assembly Language, High Level Language their advantages & disadvantages. Application S/W and its types: Word Processing, Spread Sheets Presentation, Graphics, DBMS s/w, Algorithms and Flow Charts.
6	**Data Communication:** Communication Process, Data Transmission speed, Communication Types (modes), Data Transmission Medias, Modem and its working, characteristics, Types of Networks, LAN Topologies, Computer Protocols, Concepts relating to networking. Internet – Web Browsers, Web servers, Internet Protocol, Hyper text Transfer Protocol, Business Data Processing: Introduction, data storage hierarchy, Method of organizing data, File Types, File Organization, File Utilities.

Course Number	Course Name	Credits	
102	**Algorithm and Program Design**	**3**	

Course Objective:
To understand good principles of algorithm design, elementary analysis of algorithms, and fundamental data structures. The emphasis is on choosing appropriate data structures and designing correct and efficient algorithms to operate on these data structures.

Expected Outcome:

This is a first course in data structures and algorithm design. Students will:

- learn good principles of algorithm design;
- learn how to analyze algorithms and estimate their worst-case and average-case behaviour (in easy cases);
- become familiar with fundamental data structures and with the manner in which these data structures can best be implemented; become accustomed to the description of algorithms in both functional and procedural styles;

References (Books, Websites etc) :
1. Dromey R. G. : How to Solve it by a Computer.
2. Sartaj Sahni: Data Structure, Algorithms and Applications in C++ (Ch II).

Suggested MOOC :
Please refer these websites for MOOCS:
NPTEL / Swayam
www. edx.com
www.coursera.com

Course Plan

Unit	Contents
1	**Introduction**: Concept, of Problem, Procedure and Algorithm, Algorithm Representation through Pseudo - Code and Flow - Charts, Tracing of Algorithms Such as Swapping, Counting, Finding the Sum, Product, maximum, minimum, of a list of numbers.
2	**Concept of Structured Programming and Procedure Oriented Programming:** Introduction, Concept, Basic Control Structure, Benefits of Structured Programming and Procedure Oriented Programming
3	**Design of Algorithm:** Problem Analysis and Design of Algorithms for problems such as (1) Swapping (2) Counting (3) Finding the Sum, Product, maximum, minimum of a finite list of numbers, and (4) Simple variations of the above problem realization that, there may be alternative

	algorithm and that one algorithm may be better (in some sense) than the other.
4	**Problem Analysis and Design 1**: Design of algorithm for problem such as generating prime numbers, Evaluation of polynomial, Sum of first n factorials, Finding nth term of Fibonacci sequence.
5	**Problem Analysis and Design2**: Design of algorithm for problem such as Finding largest and second largest of list ,Determining nth root of a number, compute GCD and Base Conversion
6	**Concept of Array, Sort and Search Technique:** Introduction of Array, Array manipulation such as removing the duplicates, Partitioning of an array, listing of prime numbers, finding prime factor of a number, The problem of search and Merge, Linear, Binary search algorithms, The Problem of Sorting, Selection, Insertion and Bubble

Course Number	Course Name	Credits	
103	**C Programming - I**	**3**	

Course Objective:

This is a first course in programming. The objective of this paper is to teach the Programming Language C. However, the process of learning a computer language will also be emphasized. Emphasis is also on semantics and problem solving.

Expected Outcome:

At the end of the course a student should be able:

- To solve a given problem using programming/algorithm
- Understand and use C libraries,
- Trace the given C program manually
- Effectively use of Arrays and functions
- Write C program for simple applications of real life using structures and Unions.

References (Books, Websites etc) :

1. Let us C - Y.Kanetkar, BPB Publications 4. Yashawant Kanetkar, let Us C, BPB Publication
2. Programming in C - Gottfried B.S., TMH 2.
3. The 'C' programming language - B.W.Kernighan, D.M.Ritchie, PHI
4. Programming in ANSI C - Balaguruswami, TMH
5. C- The Complete Reference - H.Sohildt, TMH
6. A Structured Programming Approach using C – B.A. Forouzan & R.F. Gillberg, THOMSON Indian Edition
7. Computer fundamentals and programming in C – Pradip Dey & Manas Ghosh, OXFORD

Suggested MOOC :

Please refer these websites for MOOCS:
NPTEL / Swayam
www. edx.com
www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to C language** Origins of C, Character Set of C, C Tokens, Keywords and Identifiers, Constants, Variables, Data types, Declaration of variables, Declaration of variables as constant, Operators, Types of operators, Precedence and associativity, Expression, Type conversions in expressions, Input and Output functions - printf(), scanf(), getchar(), putchar(), Formatted input and formatted output.

2	**Decision Control and looping** Introduction, Control Statements- Sequential, Selection, Iteration Statements, Branching structure- if statement, if-else statement, Nested if-else statement, else if Ladder, Conditional operator, switch statement, Loop control structures- while loop, do-while loop, for loop, Nested for loop, Jump statements-break, continue, goto
3	**Functions** Introduction, Purpose of function, Function declaration/ Function prototype, Function definition, Function call, return statement, Function parameters, Types of functions, Call by value , Storage classes, Recursion, Examples on recursive function
4	**Arrays and Strings** Introduction to one-dimensional Array, Definition, Declaration, Initialization, Accessing and displaying array elements, Arrays and functions, Introduction to two-dimensional Array, Definition, Declaration, Initialization, Accessing and displaying array elements, Introductions to Strings, Definition, Declaration, Initialization, Input, output statements for strings, Standard library functions, Implementations with standard library functions
5	**Structures and union** Introduction to structure, Defining a structure, Declaring structure variables, Accessing structure members, nested structure, Array of structure, Array within structure, Introduction to union, Definition, Declaration, Differentiate between structure and union
6	**Pointers** Introduction to pointer, Definition, Declaring and Initializing pointer variable, Indirection operator and address of operator, Accessing variable through its pointer, Pointer arithmetic, Dynamic memory allocation, Pointers & Functions, Pointers & Array, Pointers & Structures

Course Number	Course Name	Credits	
104	**Business Organization System**	**2**	

Course Objective:
To acquaint students with fundamentals of Business Organization and management systems as a body of knowledge.

Expected Outcome :
1. Students shall know about business and structure
2. Students shall know about various forms of business
3. Students will have sound knowledge about overall business environment.

References (Books, Websites etc) :

Reference Books:

S.A. Sherlekar ,Modern Business Organization and Management – (Himalaya Publishing House)

Y.K. Bhushan ,Fundamental of Business Organization & Management – (S Chand Publishers)

Basu, C. R.; *Business Organization and Management,* Tata McGraw Hill, Publishing House, New Delhi, 1998

B S Moshal, J P Mahajan, J S Gujral, Business Organization and Management –. Galgotia Publishing Co, New Delhi

Redmond James, Robert Trager , Media Organization and Management –, Biztantra, New Delhi

Suggested MOOC :
Please refer these websites for MOOCS:
NPTEL / Swayam
www. edx.com
www.coursera.com

Laboratory Experiments:

1	**Nature of Business** Concept of Business – Meaning, Definition, Nature and Scope, Characteristics of Business. Business as an Economic Activity. Objectives of Business. Structure of Business (Classification of Business Activities. Requisites for Success in Modern Business.
2	**Evolution of Business** Beginning and development of Commerce, Evolution of Industry, Industrial Revolution, Beginning and growth of Indian Business, Industrialization in India.
3	**Forms of Business Ownership** Introduction to various forms – Factors affecting choices of an deal form of ownership, features Merits and Demerits of Sole Proprietorship – Joint Hindu Family Business – Partnership – Joint Stock Company – Co-operative Organisation, Public Enterprises.

4	**Formation of a Company** Stages in formation and incorporation of a company (e Promotion – incorporation and registration – Capital Subscription – Commencement of Business. - Documents of a Company i.e. Memorandum of Association – Articles of Association – Prospectus.
5	**Establishment of Business Enterprise** Various factors to be considered while starting a new Business enterprise i.e. identification of Business Opportunity – Market Assessment – Suppliers – Technology – Location – Human Resource – Finance etc. Small and Medium Enterprises – Meaning Characteristics and objectives. Role of Support Organisation such as Trade Associations and Chambers of Commerce.
6	**Organization of Trade** Channels of Distribution – Meaning, Functions and types. Internal Trade – Wholesale and Retail External Trade – Import and Export. Role and importance of support services to Business such as Transport Insurance etc. Business Combinations – Mergers and Acquisitions. Franchising. Business Process Outsourcing. Multinationals – Concept and role of MNCs

Course Number	Course Name	Credits	
105	**Business Mathematics**	**3**	

Course Objective:

To give general idea about mathematics and its application in Business

Expected Outcome:
The students will be able to solve small business problems by using the concepts of Business Mathematics

References (Books, Websites etc) :
Discrete Mathematics & its Applications by Kenneth Rosen

Suggested MOOC :
Please refer these websites for MOOCS:
NPTEL / Swayam
www. edx.com
www.coursera.com

Course Plan

Unit	Contents
1	**Set Theory :** Definition of a set, Representation of elements of sets, Methods of representing sets , types of sets, operations on sets , cardinality of a set, Principle of Inclusion and Exclusion , Venn Diagram , Proof by using Venn diagram
2	**Functions and Relations** : Definition of Function, Types of Functions ,Composite Function, Relation definition, representation of relations
3	**Logic:** Propositions, Logic Operations-Negation, Disjunction, Conjunction, Conditional and Biconditional, Truth Tables of compound propositions, Translating English sentences in to logical statements and vice versa, Logic gates and circuits
4	**Matrices:** Matrix Definition, General Form, Representation of matrix in computers, Types of matrices, Operations on matrices: Addition, Subtraction and Multiplication, transpose , row / column transformations , Inverse of the matrix by Co-factor and Adjoint method, solutions to three variable problems by using matrices, application problems of matrices
5	**Permutations and Combinations:** Concept- Permutation, Combination, Sum and Product rules, problems on Permutation and combination (with wording atleast, atmost, neither nor, any one etc.)

6	**Probability:** Concept and problem solving, general probability, conditional probability, partitions, Bayes Theorm

Course Number	Course Name	Credits	
106	**Lab on MS-Office Suite**	**1**	

Course Objective:

The objective of this course is to help the student gain proficiency in text editing and formatting, spreadsheet and database management, and presentation preparation. An additional objective of the course is for the student to gain basic knowledge of modern-day computing technology.

Expected Outcome :

Upon completion of this course students will be able to:

- Demonstrate an advanced knowledge of the Word Processing package, MS Office and a knowledge of how to design & create effective and structured documents like technical reports, letters, brochures, etc.,
- Demonstrate the skills in the appropriate use of various features of the spread sheet package MS Excel and also to create useful spreadsheet applications like tabulated statements, balance sheets, statistical charts, business statements, etc.
- Demonstrate the skills in making an effective presentation with audio and video effects using the MS Excel package
- Draw graphical pictures, flow charts, block diagrams etc., using the drawing tools available in MS Word or MS Power Point and incorporate them into documents and presentations.

Suggested MOOC :

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	
1	**Information Technology Essentials, Windows and Internet Explorer**: Verify the components of a typical computer system, Explore, maintain files, and customize the Windows operating system, Review using the Internet Explorer.
2	**MS Word:** Introduction: Introduction to MS Word, Menus, Shortcuts, Document types Working with Documents: a) Opening Files – New & Existing, Saving Files b) Formatting page and Setting Margins c) Converting files to different formats : Importing, Exporting , Sending files to others

	d) Editing text documents : Inserting , Deleting ,Cut, Copy, paste , Undo, Redo , Find, Search, Replace e) Using Toolbars, Ruler, Icons and help Formatting Documents: a) Setting Font Styles: Font selection – style, size, color etc., Type face – Bold Italic, underline, Case settings, Highlighting, Special symbols b) Setting Paragraph style: Alignments, Indents, Line space, Margins and Bullets and Numbering c) Setting Page Style: Formatting, Border & Shading, Columns, Header & footer, Setting Footnotes, Inserting manual Page break, Column break and line break, Creating sections and frames, Inserting Clip arts, inserting pictures and other files, Anchoring & Wrapping d) Setting Document Styles: Table of Contents, Index, Page Numbering, data &Time, Author etc., Creating Master Documents Creating Tables: Table settings, Borders, Alignments, Insertion, deletion, Merging, Splitting, Sorting, Formula Drawing: Inserting Pictures/Files etc., Drawing Pictures, Formatting &Editing pictures, Grouping and ordering, Rotating Tools: Word Completion, Spell Checks, Macros, Mail merge, Templates, Using Wizards, Tracking, Changes, Security
3	**MS Power Point:** Introduction: Opening new Presentation, Different presentation templates, Setting backgrounds, Selecting presentation layouts Creating a presentation: Setting presentation style, Adding Text to the presentation Formatting a presentation: Adding style, Color, gradient fills, Arranging objects, Adding Header & Footer, Slide background, Slide layout Adding Graphics to the presentation: Inserting pictures, movies, tables, etc into the presentation, Drawing Pictures using Draw Adding effects to the presentation: Setting Animation & transition effect, Adding audio and video

	Printing Handouts and Generating standalone presentation viewer
4	**MS Excel:** Introduction: Spreadsheet & its Applications , Opening spreadsheet, Menus & Toolbars & icons, Shortcuts , Using help Working with Spreadsheets: Opening a File, Saving Files, Setting Margins, Converting files to different formats : Importing, Exporting and Sending files to others Spreadsheet addressing : Rows, Columns & Cells, Referring cells and Selecting cells Entering and Editing Data: Entering Data, Cut, Copy, paste, Undo, Redo, Find, Search & Replace, Filling continuous rows, columns, Inserting -Data, cells, column, rows & sheets, Manual breaks Computing data : Setting Formula, Finding total in a column or row, Mathematical Operations(Addition, Subtraction, Multiplication, Division, Exponentiation), Using other Formula Formatting Spreadsheets: Formatting – Cell, row, column & Sheet: Alignment, Font, Border & shading, highlighting values Hiding/Locking Cells Worksheet : Sheet Name , Row & Column Headers, Row Height, Column Width, Visibility – Row, Column, Sheet , worksheet Security Formatting – worksheet: Sheet Formatting & style - background, color, Borders & shading, Anchoring objects, Formatting layout for Graphics, Clipart etc., Working with sheets : Sorting, Filtering, Validation, Consolidation, Subtotal , Creating Charts, Selecting charts, Formatting charts, label, scaling etc., Using Tools: Error Checking, Spell Checks, Macros, Formula Auditing, Creating & using Templates, Tracking changes, customization, printing worksheet
5	**Working with Excel Functions:** Concept of Functions, Commonly used functions: Sum, Max,Min, Average, Count, Today, Now, Datedif, Countif, CountA, CountBlank, Round, RoundUp, RoundDown, ABS, Sign, Ceiling, Floor, Trim, Value, Clean, sqrt, if, sumif

6	**MS Access:** What is an Access Database, Opening a Database File, Create Table, Create and modify fields of tables, Construct simple queries, Saving and Running Queries

Course Number	Course Name	Credits	
107	**Lab on C Programming I**	**1**	

Course Objective :

This is companion course of C Programming I

Syllabus Broad Units:

This Companion course of C programming; Practical aspects of C programming towards problem solving is covered.

Expected Outcome :

The students will develop adequate programming skills with respect to following

1. Implement a real world problem using basic constructs of C language.
2. Develop an application using Decision making and looping
3. Make use of proper operators to solve problem.
4. Make use of Arrays and pointers efficiently and handling strings.
5. Comprehend the dynamic memory allocation and pointers in C.
6. Able to define new data types using enum, structures and typedef.

References (Books, Websites etc) :

1. Let us C - Y.Kanetkar, BPB Publications4. Yashawant Kanetkar, let Us C, BPB Publication
2. Programming in C - Gottfried B.S., TMH 2.
3. The ‘C’ programming language - B.W.Kernighan, D.M.Ritchie, PHI
4. Programming in ANSI C - Balaguruswami, TMH
5. C- The Complete Reference - H.Sohildt, TMH
6. A Structured Programming Approach using C – B.A. Forouzan & R.F. Gillberg, THOMSON Indian Edition
7. Computer fundamentals and programming in C – Pradip Dey & Manas Ghosh, OXFORD

Outline of Lab on C programming – I

Sr. No	Programming Exercises
1	Compilation and Executing programs Arithmetic operations Use of Symbolic constants Demonstrating the following gcc options -o, -c, -D, -l, -I, -g, -E Programs to demonstrate use of operators and Input/ output ***gcc or an equivalent compiler is assumed***.
2	Program to demonstrate the following – Branching – Nested Branching – Looping – Selection
3	Working with functions – Writing function prototype and definition – Using functions to solve problems (Calling a function) – Using recursion – Storage classes - Using register, extern and static
4	Arrays and Strings 1D - Linear Search, Sort 2D - Matrix operations Strings: program to do operations on string using library and user defined functions Finding length of string, String concatenation, removing extra spaces, get substring, check whether second string is part of another, converting string to lowercase, uppercase etc.
5	Structures Making use of structures to define new types(user defined types) Arrays of structure, display all elements of array and sorting of them.
6	Pointers, Programs to demonstrate working of pointer; need of pointer Pointer as parameter to function Comparison of pointer with arrays and using pointer to refer an array

	Creating pointer dynamically by using dynamic memory allocation Array of Pointers, Ragged Arrays, Function pointer

Course Number	Course Name	Credits	
108	**Community Work**	**1**	

Course Objective:

This course aims to expose the students to social issues and help them Participate in community service through trips/events organized at institute, state level etc and also to Volunteer at events like fundraising activities, fairs, festivals, slums, non profit organization etc

(I) To expose the students towards social reality and role of community development for social upliftment and well being

(II) To involve students in community work through active involvement and participation

Expected Outcome:

Students will be able to know the community needs and understand their role ito contribute meaningfully towards community development

Course Plan

Unit	Contents
1	History, meaning, Goals, values, functions, role and process of community work. Professional and voluntary community work. Attitudes, roles and skills of a community worker .
2	Social concerns in India: poverty, unemployment, population, problems faced by women – dowry, domestic violence, etc. Social problems - terrorism, corruption, caste conflict, drug abuse, AIDS, ETC.
3	Types of community work. Caring for needy, helping the poor, fundraising drives-organizing.
	COMMUNITY HOURS: Participate in community service trips/events organized at institute, state level etc , Volunteer at events like fundraising activities, fairs, festivals, slums, non profit organization etc , Submit a report on a particular type of community involvement undertaken.

Course Number	Course Name	Credits	
108	**Career & Life Skills**	**1**	

Course Objective:

a. To help students make well-informed, thoughtful decisions regarding your future as adults.
b. To develop behaviours and attitudes that help students contribute to the community in a positive manner.
c. Give you skills and knowledge to contribute to the well-being and respect of the self and others

Expected Outcome:

Students will be able to understand self potential and ways to enhance capabilities.

References (Books, Websites etc) :

LifeChoices Series: - LifeChoices: Careers, Healthy & Well, Relationships, Venturing Out

Online Resources:

1. the life-changing magic of tidying up: the japanese art of decluttering and organizing - marie kondo
2. how to organize (just about) everything: more than 500 step-by-step instructions for everything from organizing your closets to planning a wedding to creating a flawless filing system – peter walsh

Mindset: the new psychology of success -carol s. Dweck

Course Plan

Unit	Contents
1	**Unit 1: Introduction to Life Management** Life management-definition, scope and application, concept of emotions, self belief, setting realistic goals, understanding system
2	**Unit 2: Developing Emotional Potential and Physical Potential** Improving thinking skills, improving study skills, planning education Eating habits, healthy foods, staying healthy, changing habits-the self change model
3	**Developing Your Intellectual Potent** Effective communication, effective listening, effective speaking ,getting along with others, functioning in groups, how to delegate. Definition-stress, handling change and stress, managing time, managing money, formulation of career plan, bring it all together

4	**Career and Life Choices** Managing personal, lifelong career development. **Resource Choices…** Making responsible decisions in the use of finances and other resources that reflect personal values and goals as well as a commitment to self and others. **Personal Choices…** Understand the emotional/psychological, intellectual, social, spiritual, and physical dimensions of health and how these dimensions of health work together to contribute to personal well-being.

Course Number	Course Name	Credits	
108	**Waste Management**	**1**	

Course Objective:

To expose students to the issue of waste and waste management tools and techniques applicable for waste disposal and management.

Expected Outcome:

After completion of the course students

- will be able to understand solid waste sources, health and environmental issues related to solid waste management.
- will get knowledge about Sources, handling and control of Biomedical, Chemical, Nuclear and e-wastes.

will be able to understand the issues regarding waste disposal and management and will become aware of Environment and health impacts due to solid waste mismanagement

References (Books, Websites etc) :

1. D. Bhide and B.B. Sundaresan, "Solid Waste Management – Collection, Processing and disposal" Mudrashilpa Offset Printers, Nagpur, 2001.
2. Biomedical waste (Management and Handling) Rules, 1998.
3. George Tchobanoglous, Hilary Theisen, Rolf Eliassen; Solid Wastes: Engineering Principles and Management Issues; McGraw-Hill.
4. Manual on Municipal Solid Waste Management, New Delhi, Controller of Publications.
5. Freeman H.M. (1988) Standard Handbook of Hazardous Waste Treatment and Disposal, New York, McGraw-Hill.
6. Constitutional Law of India – J.N. Pandey 1997 (31st Edn.) Central Law Agency Allahabad.
7. Diganta Bhusan Das , Diganta Bhusan Das; Solid Waste Management: Principles and Practice
8. George Techobanoglous et al,"Integrated Solid Waste Management" McGraw - Hill, 1993.
9. A Study of Waste Management Systems in Pune Municiple Corporation, Rajendra Jagtap,

Ph.D Thesis, Bharati Vidyapeeth University, Pune
Online Resources: 1. http://www.moef.nic.in/legis/hsm/mswmhr.html 2. en.wikipedia.org/wiki/waste management 3. http://www.cyen.org/innovaeditor/assets/Solid%20waste%20management.pdf 4. http://www.ilo.org/oshenc/part-vii/environmental-pollution-control/item/514-solid-waste-management-and-recycling 5. www.houstontx.gov/solidwaste 6. www.epa.gov/tribalmsw/ 7. www.unc.edu/courses/2009spring/.../SolidWasteIndiaReview2008.pdf 8. http://www.digitalbookindex.org/_search/search010environmenwasterefusea.asp (e-books)

Course Plan

Unit	Contents
1	**Solid Waste Management-** **Introduction to waste Management** Introduction, Meaning, Solid waste including municipal, hospital and industrial solid waste; health and environmental issues related to solid waste management. Provisions in Indian Penal Code for Environmental protection.
2	**Biomedical, Chemical, Nuclear and e-wastes** Biomedical wastes – Types – Management and handling – control of biomedical wastes, Chemical wastes – Sources –Environmental effects – Need for control – Health and environmental effects. Nuclear waste – Management of nuclear wastes, e-waste- sources and management.
3	**Waste reduction at source** Treatment and disposal techniques for solid wastes–composting, vermin-composting, autoclaving, microwaving, incineration, non- incineration, Thermal techniques, use of refuse derived fuels, land-filling. **Reduce Reuse and Recycling Techniques:** Need for the concept-Various Types - Handmade Paper production –Reuse of materials-Recycle of material

Semester II

Course Number	Course Name	Credits	
201	**Computer Organization and Architecture**	**3**	

Course Objective:
Main objective of this paper is to learn structure and functioning of various hardware components of digital computer. Also study the interactions and communication among these hardware components.

Expected Outcome :
At the end of this course, student should be able to understand

- Simple machine architecture and the reduced instruction set computers.
- Memory control, direct memory access, interrupts, and memory organization
- Basic data flow through the CPU (interfacing, bus control logic, and internal communications).
- Number systems, instruction sets, addressing modes, and data/instruction formats.

References (Books, Websites etc) :
M Morris Mano Computer systems Architecture third edition Prentice Hall of India Publication

Suggested MOOC :
Please refer these websites for MOOCS:
NPTEL / Swayam
www. edx.com
www.coursera.com

Course Plan

Unit	Contents
1	**Introduction To Digital Computer:** Data Representation – Data Types – Complements – Arithmetic Operations – Representations – Fixed –Point, Floating – Point , Decimal Fixed – Point – Binary Codes- Logic Gates, Boolean Algebra, Map Simplification – Combinational Circuits: Half-Adder, Full Adder- Flip Flops - Sequential Circuits
2	**Introduction To Digital Components And Micro Operations:** ICs – Decoders – Multiplexers – Registers – Shift Registers – Binary Counters – Memory Unit – Register Transfer Language – Register Transfer – Bus And Memory Transfers – Arithmetic, Logic And Shift Micro Operations , Arithmetic Logic Shift Unit.
3	**Computer organization:** Instruction Codes – Computer Registers – Computer Instructions – Timing And Control – Instruction Cycle – Memory Reference Instructions – I/O And Interrupt – Machine Language – Assembly Language – Assembler.

4	**Memory Organization:** Memory Hierarchy – Main Memory – Auxiliary Memory – Associative Memory – Cache Memory – Virtual Memory – Memory Management.
5	**Central Processing Unit:** General Register Organization – Control Word – Stack Organization – Instruction Format – Addressing Modes – Data Transfer And Manipulation – Program Control, RISC
6	**Input – Output Organization:** Peripheral Devices – Input-Output Interface – Asynchronous Data Transfer – Modes Of Transfer – Priority Interrupt – DMA – IOP – Serial Communication.

Course Number	Course Name	Credits	
202	**DBMS I**	**3**	

Course Objective:

This is a foundational course on Data Modeling. The course aims to impart knowledge of the concepts related to database and operations on databases. It also gives the idea how database is managed in various environments with emphasis on security measures as implemented in database management systems.

Expected Outcome :

At the end of the course, student should be able to

A) Understand the concepts of database and techniques for its management.
B) Different Data Models at Conceptual and Logical level.
C) Differentiate between the role of DBA and Data Architect
D) Understanding Data Security standards and Methods

References (Books, Websites etc) :

1) Database System Concepts By Henry korth and A. Silberschatz
2) Database Systems Concepts, Designs and Application by Shio Kumar Singh, Pearson
3) Database Management Systems by Debabrata Sahoo ,Tata Macgraw Hill

Suggested MOOC :

Please refer these websites for MOOCS:
NPTEL / Swayam
www. edx.com
www.coursera.com

Course Plan

Unit	Contents
1	**Introduction of Database Management System:** Difference between Data, Information, Data Processing & Data Management. File Oriented Approach, Database oriented approach to Data Management, Need for DBMS, Characteristic of Database, Database Architecture: Levels of Abstraction, Database schema and instances, 3 tier architecture of DBMS, Data Independence. Database users, Types of Database System. Database Languages, DBMS interfaces.

2	**Data Modeling:** Data Models, Logical Data Modeling: Hierarchical Data Model, Network Data Model, Relational Data Model, Advantages and Disadvantages of Logical Data Modeling. Conceptual Data Modeling: Entity Relationship Model, Entities, Attributes, Types of Attributes, Relationships, Degree of relationship Set, Mapping Cardinalities, Keys, ER Diagram Notations, Roles Participation: Total and Partial, Strong and Weak Entity Set. Case studies on ERD.
3	**Normalization:** Keys: Composite, Candidate, Primary, Secondary, Foreign, Super key,CODD's Rules, Mapping conceptual model into Relational Model. Functional Dependencies, Decomposition, Lossy and Lossless Decomposition, Dependency Preserving Decomposition Advantages and Disadvantages of Normalization, Normal Forms (1NF, 2NF, 3NF,) Case Studies on Normalization.
4	**File Structures and Data Administration:** File Organization, Overview of Physical Storage Media, Magnetic Disk, RAID, Tertiary Storage, Storage Access, Data Dictionary Storage, Organization of File (Sequential, Clustering), Indexing and Hashing, Basic Concepts, indices, B+ Tree index file, B- tree index file, Static hashing, Dynamic Hashing, Data administration, Role and Responsibility of DBA
5	**Transaction and Concurrency Control** Multiprogramming and Multiprocessing, Basic Database access operations, Concept of transaction, transaction state, ACID properties, Schedules, Serializability of schedules., Concurrency Control, lock based protocols, timestamp based protocols, Multiple granularity, Multiple Version Techniques, Deadlock and its handling, Wait-Die and Wound-Wait, Deadlock prevention without using timestamps, Deadlock detection and time outs
6	**Database Recovery and security Management:** Database Recovery, Types of Failures, and Data access. Recovery and atomicity, Recovery Techniques Algorithms: Log Based Recovery, Check points, Shadow Paging, Recovery with concurrent transactions

Course Number	Course Name	Credits	
203	**C Programming - II**	**3**	

Course Objective:

- To understand file handling in C.
- To develop skills to analyze the problem given and to design & develop an efficient solution to given problem
- To develop capability to choose appropriate data structures for given problems
- To imbibe programming skills & thereby making industry ready

Expected Outcome:

After undergoing this course, student will

1. Have thorough knowledge about data structures
2. Ability to design& develop program using linear data structures& non linear data structures for solving problems
3. Ability to choose appropriate data structures for problem solving
4. Ability to use combination of these data structures for problem solving.

References (Books, Websites etc) :

1. Behrouz A. Forouzan and Richard F. Gilberg , 2nd Edition, Thomson, 2003, Computer Science A Structured Programming Approach Using C
2. Basavraj S Anami, Shanmukhappa Angadi, Sunil Kumar S Manvi, PHI Publications, 2010. A Holistic approach to learning C.
3. Andrew Tenanbaum, Thomson, 2005, Data Structures with C.Robert Kruse & Bruce Leung, Data Structures & Program Design in C, Pearson Education,

Suggested MOOC :

Data structures and Algorithms, Prof. Sudarshan Iyengar, IITRopar, 8 weeks, Rerun Feb 05, 2018 https://onlinecourses.nptel.ac.in/noc16_cs06 at NEPTEL

Course Plan

Unit	Contents
1	**Elementary Data Structures**: Basic concepts such as data object, array, and record;

	Operations and relations on data objects; definition of data structure; Built-in data types as examples of data structures; concept of abstract data type; notation to specify an abstract data type; concepts of pre-conditions and post-conditions; Implementation of an ADT in a language; Specification and implementation of simple data structures such as Integer, Rational, Currency, Date, Temperature, distance, Pay, Marks, Grade_card etc.
2	**Linear Data Structures:** (Representation in Memory and operations like insertion, deletion and traversal) – one and multidimensional array, Pointer arrays, single link list, circular link list, double link list
3	**Particular Linear Data Structures:** Representation in Memory and operations like insertion, deletion and traversal) - Stacks: Applications: implementation of recursion, factorial calculation, queues, circular queue, deques;
4	**File Handling:** Creation, reading writing in a file. Pattern Matching and Extraction of data from a file. Reading and writing from files.
5	**Hierarchical data structures** : General trees and related concepts; depth first and breadth first traversal of trees; n-ary trees and important properties of n-ary trees; binary trees and their properties; binary tree traversal algorithms.
6	**The problem of search and Sorting** : Llinear and binary search and their efficiency; Hash tables, The standard sort algorithms (Bubble/insertion/selection) and their efficiencies; Merge sort and quick sort algorithms and their efficiencies.

Course Number	Course Name	Credits	
204	**Financial Accounting**	**2**	

Course Objective:

9. To impart basic accounting knowledge
10. To lay a foundation for further study of accounting at higher level
11. To enable the students to understand basic accounting principles, practice and its applications in modern business activities.

Expected Outcome :

- The knowledge of accounting and its principles at basic level.
- Practical's in Tally and Excel for Financial Accounting assignments

References (Books, Websites etc) :

1. Dr. S. N. Maheshwari , Financial Accounting For Management: (Vikas Publishing House)
2. Robert Anthony, David Hawkins, Business Accounting. (Tata McGraw –Hill)
3. M.G.Patkar, Book-Keeping & Accountancy. Std XI(FYJC) Commerce
4. Anil Chowdhry , Fundamentals of Accounting & Financial Analysis (PearsonEducation)
5. M.E.Thukaram Rao, Accounting for Managers.(New Age International Publishers)

Suggested MOOC :

Please refer these websites for MOOCS:
NPTEL / Swayam
www. edx.com
www.coursera.com

Course Plan

Unit	Contents
1	**Introduction:** Need for Accounting, Meaning and definition of book keeping, System of Book keeping. Financial Accounting-definition, Scope and objectives. Accounting v/s Book Keeping. Limitations of Financial Accounting, End users of financial statement.
2	**Accounting Principles, Concepts and Conventions:** Accounting Principles-definition and importance, Accounting Concepts and Conventions, Branches of accounting.
3	**Journal and ledger:** Journal-importance and utility, classification of accounts, journalizing of transactions. Ledger- meaning and utility, posting and balancing of account

4	**Subsidiary Books And Trial Balance:** Cash book, purchase book, sales book. Trial Balance- meaning and purpose, preparation of a trial balance.
5	**Preparation of final accounts:** Preparation of Trading and Profit & Loss Account and Balance Sheet of sole proprietary business.
6	**Computerized Accounting:** Computers and Financial application, Accounting Software packages. (Orientation level)

Course Number	Course Name	Credits	
205	**Principles of Management**	**2**	

Course Objective:
To understand the concepts in Management and to develop the skills related to practice of management.

Expected Outcome:
To understand the functions and processes of business management.

References (Books, Websites etc) :

1. Heinz Weihrich & Harold Koontz , Principles and Practice of Management
2. Tripathi & Reddy , Principles of Management
3. Dr. L.M.Prasad, Principles of Management
4. Richard Daft., Management. Thomson South Western Publishers, Australia

Suggested MOOC :
Please refer these websites for MOOCS:
NPTEL / Swayam
www. edx.com
www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to Management:** Definitions and Meaning of Management, Characteristics of Management, Management Vs. Administration, Levels of Management, Functions of management, Scope and Importance of Management, Henry Fayol' s contribution to Management, Fredrick Taylor's contribution to Scientific Management, Social Responsibility of Management.
2	**Planning:** Meaning, Steps in planning process, Nature of planning , Types of plans, Mission and Objectives, Process of setting Objectives, Management by Objectives, Decision making - process.
3	**Organizing:** Meaning, Process of Organizing, Organization Structure, Forms of Organization
4	**Staffing:** Recruitment and its Sources, Selection process, Payment of Wages and Salaries, Incentives - Types, Motivation - Positive and Negative motivation.

5	**Directing:** Defining Leadership, Types of leadership. Authority & Responsibility, Delegation of Authority, Decentralization - Determinants of decentralization, Distinction between Delegation and Decentralization.
6	**Controlling:** Meaning, Characteristics of Control, Process of Controlling, Modern methods of controlling, Requirements for Effective Control, Relationship between Planning & Controlling. Use of IT in Controlling. Zero Based Budgeting and Management audit.

Course Number	Course Name	Credits	
206	**Lab on C Programming -II**	**1**	

Course Objective :

This is companion course of C Programming II

Syllabus Broad Units:

This Companion course of C programming II; Practical aspects of C programming towards problem solving is covered.

Expected Outcome :

The students will develop adequate programming skills with respect to following

1. Define basic data structures such as Date, Currency and Rational; and using it.
2. Defining and using and updating Liner data structures : arrays and Linked List
3. Should define data types such as stack, queue and List
4. Able to read and write data into files.
5. Able to define hierarchical data types; manipulate and use it.
6. Able to understand searching and sorting mechanism and use various algorithms on it.

References (Books, Websites etc) :

1. Behrouz A. Forouzan and Richard F. Gilberg , 2nd Edition, Thomson, 2003, Computer Science A Structured Programming Approach Using C
2. Basavraj S Anami, Shanmukhappa Angadi, Sunil Kumar S Manvi, PHI Publications, 2010. A Holistic approach to learning C.
3. Andrew Tenanbaum, Thomson, 2005, Data Structures with C.Robert Kruse & Bruce Leung, Data Structures & Program Design in C, Pearson Education,

Lab on C programming -II

Sr. No	Programming Exercises
1	Elementary Data Structures

	- Write a program having functionality of one dimension and two dimensionarrays with use of simple data types such as Integer, Float, Date etc. - Write a program wherein mathematical calculations involves such as average, percentage calculation, Factorial calculation and Matrix multiplication - Write program for structure implementation for array and pointers. - Create a object of the class to achieve various functionalities of accounting such as Net Pay calculation, Tax dedication, Gross pay etc.
2	Linear Data Structures - Demonstrate various functionalities for Link list, Circular link list and double link list with the reference of array and pointer. - Write a C program to insert and delete string / integer data from specific place of linked list. - Search a specific string/ integer in a given data set also find how many time it occurs or repeats in a set given
3	Particular Linear Data Structures - Write program for implementation of recursion - Demonstrate Insertion, Deletion and Searching functionalities with their nomenclatural for – o Stack o Queues o Circular Queues - Do necessary assumption for implementation of it
4	File Handling – Program to create and write data into files – Program to read data from files. – Programs on pattern matching on data of files and using this pattern matching at the time of reading and writing data into file
5	Hierarchical data structures – Programs for defining data structure to represent a tree. Creating tree and adding data/nodes into it. – Programs to traverse tress: DFS, BFS and other – Deleting and nodes in tree
6	The problem of search and Sorting - Programs to use liners/sequential searching and binary searching - Programs to implement standard sorting algorithms with efficiency measurement - Reading data form and using it with various sorting algorithms

Course Number	Course Name	Credits	
207	**Environment Studies**	**1**	

Course Objective:
To Understand and the nature and function of the natural environment affecting society.

Expected Outcome :
Understand the importance of Environment in the life of living things.

References (Books, Websites etc) :

- Agrawal K.C.:Environmental Biology:Nidhi Publishers Ltd(2001)
- Bharucha Erach: The Biodiversity of India: Mapin Publishing Pvt. Ltd.
- Jadhav H and Bhosale V.M.: Environmental Protection and Laws: Himalaya Publishing House.
- Miller T.G. Jr.: Environmental Science: Wadsworth Publishing Co.

Suggested MOOC :

Course Plan

Unit	Contents
1	**The multidisciplinary nature of environment studies:** Definition, scope and importance-need of public awareness. **Natural Resources**: **Renewable and non-renewable resources:** **Forest resources:** Use and over- exploitation, deforestation. Case studies. Timber extraction, mining, dams and their effects on forest and tribal people. **Water resources:** Use and over-utilization of surface and groundwater, floods, droughts, conflicts over water, dams- benefit and Problems. **Mineral Resources:** Use and exploitation 'environmental effects of extracting and using mineral resources, case studies. **Food resources:** World food problems, changes caused by agriculture. Fertilizer-pesticide problems, water logging, salinity, case studies.

	Energy resources: Growing energy needs, renewable and non-renewable energy resources, use of alternative energy sources. **Land resources:** Land as resources, land degradation, man induced landslides, desertification. Role of individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles
2	**Ecosystem:** Concept of ecosystem, structure and function of an ecosystem, producers, consumers and decomposers .Energy flow in the ecosystem, Ecological succession, food chains, food webs and ecological pyramids, introduction, types, characteristics features structure and function of the following ecosystem, forest ecosystem ,grassland ecosystem, Desert ecosystem, Aquatic ecosystems, ponds, stream, lakes, rivers, estuaries.
3	**Biodiversity and its conservations:** Introduction, Definition: genetic, species and ecosystem diversity, Biogeographically classification of India, value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option vales, India as a mega diversity nation, Hot-Spots of biodiversity, Threats to biodiversity: habitat loss, poaching of wildlife, Man wildlife conflicts, Endangered and endemic species of India, Conservation of biodiversity: In situ and Ex-situ conservation of biodiversity.
4	**Environmental Pollution:** Definition- Causes, effects and control measures of:-Air pollution, water pollution, soil pollution, marine pollution, noise pollution, thermal pollution, and nuclear hazards .Soil waste management: cause, effects and control measures of urban and industrial waste. Role of an individual in prevention of pollution. Pollution case studies. Disaster management: floods, earthquakes, cyclone and landslide.
5	**Social issues and Environment:** From unsustainable to sustainable development, urban/problems related to energy, water conservation, rain water harvesting, watershed management, Resettlement and rehabilitation of people; its problems and concerns Case Studies, Environment ethics: Issues and possible solutions ,wasteland reclamation, Consumerism and waste products, Environment protection Act, Air(presentation and Control of Pollution)Act. Water (Prevention and Control of Pollution) Act. Wildlife Protection Act. Forest Conservation Act. Issues involved in enforcement of environmental legislation. Public awareness.
6	**Human Population and the Environment:** Population growth, variation among nations, population explosion-Family Welfare Programme. Environment and Human health. Human Rights Value Education. HIV/AIDS Women and Child Welfare. Role of Information Technology in Environment and human health.

Course Number	Course Name	Credits	
208	**Community Work – Swacch Bharat Abhiyan**	**1**	

Course Objective:
This course aims to expose the students to Swach Bharat Abhiyan initiative of the government.

Expected Outcome :
Students will be able to understand the details about the Swach Bharat Abhiyan and its impact on society.

References (Books, Websites etc) :
www.swachhbharaturban.in/
swachhbharatmission.gov.in

Course Plan

Unit	Contents
1	History, meaning, Goals of Cleanliness initiatives
2	Initiators of cleanliness drive in India. Sant Ghadage Baba, Mahatam Gandhi, Efforts taken towards the Swach Bharat Abhiyan, Swach Bharat Mission
3	Impact of Cleanliness initiatives. Social Awareness, Case Studies.
	COMMUNITY HOURS: Internship of 15 days (100 hours) to be undertaken Submit a report on a particular type of community involvement undertaken

Course Number	Course Name	Credits	
208	**Sectoral Analysis**	**1**	

Course Objective:

- To expose the students to the different sectors of the economy
- To enable the students to understand the importance and contribution of the sectors to business, economy and global environment
- To expose the students towards rural problems To awaken sense of responsibility amongst students towards senior citizens

Expected Outcome :

Students will get exposure to the different sectors of the economy and their contribution to the national development.

References (Books, Websites etc) :

1. S.A. Sherlekar ,Modern Business Organization And Management – (Himalaya Publishing House)
2. Y.K. Bhushan ,Fundamental Of Business Organization & Management – (S Chand Publishers)
3. Basu, C. R.; *Business Organization And Management,* Tata Mcgraw Hill, Publishing House, New Delhi, 1998
4. Business World

Course Plan

Unit	Contents
1	Introduction to the sectors of the economy
2	Detailed view of the IT, Manufacturing, Agriculture, Banking Insurance, Service Sector, Retail

3	Project work on detailed analysis of any one sector – national and global scenario

Course Number	Course Name	Credits	
208	**Smart Cities**	**1**	

Course Objective:
To give exposure to tools and techniques applicable for planning, controlling & monitoring of Smart Infrastructure and Cities. This subject would also enable to develop insight for managing project risks, uncertainties and complexities of smart cities
project.

Expected Outcome :
Students will get an understanding of road map for Planning Smart Cities and benchmarking their performance for Indian context.

References (Books, Websites etc) :

Suggested MOOC :

Course Plan

Unit	Contents
1	Introduction to Smart Cities, •Introduction to ‘"City Planning”, Understanding Smart Cities
2	Dimensions of Smart Cities, Global Experience of Smart Cities, Smart Cities –Global Standards and Performance, Benchmarks, Practice Codes, India “100 Smart Cities” Policy and Mission
3	•Smart City Planning and Development •Financing Smart Cities Development •Governance of Smart Cities, Case Studies on Smart Cities

SEMESTER III

Course Number	Course Name	Credits	
301	Operating Systems	3 Credits	

Course Objective:

- To provide an understanding of the major operating system components
- To provide coverage of basic computer system organization
- The overall aim of this course is to provide a general understanding of how a computer works. This includes aspects of the underlying hardware as well as structure and key functions of the operating system.

Expected Outcome :

At the end of this course, student should be able to

- Explain the concepts of process, address space and file
- Compare and contrast various CPU scheduling algorithms
- Understand functioning and working of Windows as well as Unix Operating System

Prerequisite:

Students should have basic knowledge of working on an operating system

References (Books, Websites etc) :

- Operating systems design and implementation by Andrew Tanenbaum and Albert Woodhull
- Operating systems concept and design by Milan Milenkovic
- Operating system Concepts by Silberschulz, Abraham and Galvin, peter raer

Suggested MOOC:

Please refer these websites for MOOCS:
NPTEL / Swayam
www. edx.com
www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to Operating System:** Definition and concept of OS, History of OS, Importance and function of Operating system. Types of OS-Batch System, timesharing, Multitasking, multiprogramming, multiprocessing, online operating system, real time, distributed operating system. Views-command language

	users view, system call users view, structure of OS- simple, monolithic system and layered system, client server model. User operating-system interface: command line interface, GUI, system calls. **Case Study:** Unix History, General Structure of Unix, The shell of Unix operating system, The shell of Unix operating system
2	**Process Management:** Process concept, Process Control Block, process states and its transitions, context switch, OS services for Process management, scheduling and types of schedulers, scheduling algorithm- First come first served, shortest job first, shortest remaining time next, time slice scheduling, priority based scheduling, multilevel queue, multilevel queue with feedback **Case Study:** Process management in Unix
3	**Storage Management:** Basic concept of storage management, logical and physical address space, swapping, contiguous allocation, non-contiguous allocation, fragmentation, segmentation, paging, demand paging, virtual memory, page replacement algorithms- FIFO, Optimal page replacement algorithm, least recently page replacement algorithm, clock page replacement algorithm, design issue of paging, thrashing,
4	**Inter-process communication and synchronization:** Need, Mutual Exclusion, Semaphore, Busy-wait Implementation, characteristics of semaphore, queuing implementation of semaphore, producer consumer problem, critical region and conditional critical area. What is deadlock? Conditions to occur the deadlock, deadlock prevention, deadlock avoidance- banker's algorithm. resource request, resource release.
5	**File Systems:** Files-basic concept, file attributes, operations, file types, file structure, access methods, Directory- structure-single level directory system, two level directory system, hierarchical directory system, directory operations, protection, security, allocation method. **Case Study:** Unix File Management and Security
6	**Input/output System:** Principles of I/O hardware, I/O devices, device controller, DMA, Principles of I/O software-goals, interrupt handler, device driver. Mass storage structure-disk structure, disk scheduling (FCFS, SSTF, SCAN, LOOK, C-SCAN, C-LOOK) **Case Study:** Input output management in Unix

Course Number	Course Name	Credits	
302	Software Engineering	3 Credits	

Course Objective:

To introduce the current methodologies involved in the development and maintenance of Software over its entire life cycle.

Learning Outcome : At the end of this course, student should be able to

- Understand life cycle models**,** Requirement elicitation techniques, understand the concept of Analysis and Design of software.
- Develop SRS as per any of the existing standards.
- Implement software engineering concepts in software development to develop quality software.

Pre-requisites:

Preliminary knowledge of computer, their operations and applications.

References (Books, Websites etc):

- SOFTWARE ENGINEERING A PRACTITIONERS APPROACH seventh edition BY Roger S. Pressman McGraw Hill International Edition.
- Software Engineering by Sommerville, Pearson Education, 7th edition
- Software Engineering by K.K. Aggarwal & Yogesh Singh, New Age International Publishers.

Suggested MOOC:

Please refer these websites for MOOCS:
NPTEL / Swayam
www. edx.com
www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to Software Engineering:** Software, Program vs Software, software characteristics, Definition of Software Engineering, importance, principles of software engineering, Difference between software engineering and software programming, Members involved in software development.
2	**Software process and Feasibility study:** Need of Feasibility study, types of Feasibility study, Cost Benefit Analysis. General software development life cycle with all phases. Overview of software models (Waterfall, Prototyping, and Spiral and Rapid Application Development model).
3	**Requirement Engineering Concepts and Methods:** What is Requirement Engineering, Types of requirements, Requirement elicitation techniques- Traditional methods and Modern methods, Verification and validation process. Principles of Requirement Specification, Software Requirement Specification document Outline Characteristics of good SRS: - correct, complete, unambiguous, consistent, modifiable, traceable, Understandable

4	**Analysis and Structured System Design tools:** **Analysis and Design Tools** : Entity-Relationship Diagrams, Decision Tree and Decision Table , Data Flow Diagrams (DFD) , Data Dictionary , Elements of DD Advantage of DD , Pseudo code , Input And Output Design **Structured System Design:** Modules Concepts and Types of Modules Structured Chart , Qualities of Good Design , Coupling, Types of Coupling , Cohesion, Types of Cohesion, CASE STUDIES (Based on Above Topic)
5	**Software Testing and Software Quality Assurance** **Software Testing:** Definition, Test characteristics, Types of testing: Black-Box Testing , White-Box Testing ,Unit testing , Integration testing, Validation, Verification. **Quality concept:** (Quality, quality control, quality assurance, cost of quality), SQA activities, SQA plan. Formal Technical review: Review meeting, review reporting and review guidelines Software Configuration Management: - What is configuration management, Baseline, Software Configuration items, SCM process- Identification of objects, Version control and Change control.
6	**Software Maintenance:** What is software maintenance? Problems during software maintenance. **Categories of Software Maintenance**: Corrective maintenance, Adaptive maintenance, Perfective maintenance, and preventive maintenance. Cost of Maintenance, Maintenance Activities. **Maintenance Process and Models:** Maintenance processes, Fix Model, Iterative Enhancement Model, Reuse Oriented Model, Boehm Model, and Taute's Models.

Course Number	Course Name	Credits	
303	**DBMS – II**	**3 Credits**	

Course Objectives:

The main objective is to teach the concepts related to database its techniques and operations. SQL (Structured Query Language) is introduced in this subject. This helps creates strong foundation for application of data design.

Expected Outcome:

At the end of this course, the student should be able to:

- Creating tables, and queries using SQL
- Applying SQL Operators and SQL Functions in the created tables in SQL;
- Writing and solving complex queries based on joins, sub queries
- Writing PL/SQL blocks, objects

Text Books:

Ivan Bayross. SQL, PL/SQL The Programming Language of Oracle 3rd Revised Edition BPB Publications

Suggested MOOC:

Please refer these websites for MOOCS:
NPTEL / Swayam
www. edx.com
www.coursera.com

Syllabus

1.	**Introduction to Oracle and SQL:** Introduction to Oracle: History, Features, Versions of Oracle, Oracle File Management, Spool command **SQL:** Defining a database in SQL, Components of SQL: DDL, DML, DCL, DQL, SQL query Rules, Data types, Keywords, Delimiters, Literals. DDL Commands – Defining a database in SQL, Creating table, changing table definition, removing table. DML Commands- Inserting, updating, deleting data. DQL Commands: Select Statement with all options. Renaming table, Describe Command, Distinct Clause, Sorting Data in a Table. Data Constraints: Primary key, Foreign Key, NOT NULL, UNIQUE, CHECK constraint.
2.	**Operators:** Arithmetic, Logical, Relational, Range Searching, Pattern Matching, IN & NOT IN Predicate, all, % any, exists, not exists clauses, Set Operations: Union, Union All, Minus, Intersect.
3.	**Joins and Oracle Functions:** Join Concept. Simple join, equi join, non equi join, Self join, Outer join, Sub queries, Aggregate Functions, Numeric Functions, String Functions, Conversion functions, Date conversion functions, and Date functions.

4.	**Database Objects:** **Index**: Creating index, simple index, composite index, unique index, dropping indexes, multiple indexes on table **Sequence**: Creating sequence, altering sequence, dropping sequence. **Views**: Concept, creation, usage **Objects**: declaring and initializing objects in SQL, Manipulating object in PL/SQL
5.	**Introduction to PL/SQL programming:** Introduction, Advantages, PL/SQL Block, PL/SQL Execution Environment, PL/SQL Character set, Literals, Data types, Variables, Constants, Displaying User Message on screen, Conditional Control in PL/SQL, Iterative Control Structure: While Loop, For Loop, Goto Statement
6.	**Advanced Programming Techniques of PL/SQL:** **Cursors**: Introduction, Types of Cursors: Implicit Cursor, Explicit Cursors, Parameterized cursors, Programs on cursors **Triggers**: Introduction, Use of triggers, Types of Triggers, Creating triggers, Examples on Triggers **Stored Procedures / Functions:** Introduction, How oracle executes procedures/ functions, Advantages, How to create Procedures & Functions, Examples

Course Number	Course Name	Credits	
304	Statistics	3 Credits	

Course Objective:

The main objective is to introduce basic concepts of statistics to the students and make them competent in collecting and analyzing the data by using statistical techniques

Expected Outcome : At the end of this course, student is expected to

- Tabulate the raw data by using frequency distribution and represent the data graphically.
- Analyse the data by using measures of central tendancy and dispersion
- Estimate the value of dependent variable
- Generate the relationship between two variables in the form of degree or equation

Prerequisite:

Students should have basic knowledge of use of calculator and research attitude

References:

1) Fundamentals of Statistics , S.C. Gupta , Himalaya Publishing House (5th Edition)
2) Business Statistics , S.P. Gupta, M.P. Gupta –Sultan Chand & Sons, New Delhi (16th Edition)

Suggested MOOC:

Please refer these websites for MOOCS:
NPTEL / Swayam
www. edx.com
www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to Statistics:** Definition of Statistics, Importance of Statistics, Scope of statistics : Economics, Computer Science, Business and Management, limitations of Statistics .
2	**Data Collection and representation:** Primary and Secondary data, Sources of Data collection, Tabular Representation of data: Ungrouped and grouped frequency distribution, Graphical representation of data: Simple bar, subdivided bar, percentage bar diagram, pie diagram, histogram, frequency polygon, ogive curves.
3	**Measures of central tendency:** a)**Mean**: Definition, problems on mean for listed data items, discrete distribution and continuous distribution, merits and demerits b)**Median**: Definition, problems on median for listed data items, discrete distribution and continuous distribution, merits and demerits c) **Mode**: Definition, problems on mode for listed data items, discrete distribution and continuous distribution, merits and demerits.
4	**Measures of Dispersion:** **a)Range:** Definition, problems on range for listed data items, discrete distribution and continuous distribution, merits and demerits of range **b)Mean Deviation:** Definition, problems on mean deviation about mean for listed data items, discrete distribution and continuous distribution, merits and demerits

	c) Standard Deviation: Definition, problems on standard deviation for listed data items, discrete distribution and continuous distribution, merits and demerits. **d)Deciles, percentiles, quartiles**
5	**Regression and Correlation:** a) **Regression**: Definition, regression equations, regression coefficients, problems on finding regression equations and estimations b) **Correlation**: Definition, Karl Pearson's correlation coefficient, Spearman's Rank correlation with correction factor
6	**Time series analysis:** Components of Time series Analysis , Fitting a straight line y=ax+b, fitting a curve $y=ax^2+bx+c$,3 yearly and 5 yearly moving averages

Course Number	Course Name	Credits	
305	Multimedia Technology	2 Credits	

Course Objective:

The main objective of this course is to know the concept of multimedia by students. To know different software tools used in multimedia technology. To know multimedia computing.

Expected Outcome: After learning this course, student will be able

- To understand about various interactive multimedia devices, the basic concept about images and image formats.
- To understand different software tools used in multimedia.

Reference Books:

- Principles of Multimedia – Ranjan Parekh, Publisher: Tata McGraw Hills
- Multimedia: Making It Work (8th Edition) – by Tay Vaughan, Publisher: Tata McGraw Hills.
- Multimedia Communications: Applications, Networks, Protocols and Standards - Fred Halsall, Publisher: Pearson Education.

Suggested MOOC:

1) www.openlearning.com
2) www.mooc-list.com
3) www.coursera.org

Course Plan

Unit	Contents
1	What is multimedia? History of Multimedia, Steps for Creating multimedia presentation, Delivering multimedia, Where to Use multimedia? (Business, Schools, Home, and Public Places), Multimedia authoring tools, types of multimedia authoring tools, features of multimedia authoring tools.
2	Storage technology, Magnetic media (Hard disk, RAID), Optical Media (CD Storage, CD standards), DVD (Size and capacity of DVD, DVD video, DVD audio).
3	Using text in multimedia, text types, designing with text, Hypertext and Hypermedia, Characteristics of Hypertext and Hypermedia. Using image in multimedia, image color models, Dithering, Image file formats, Macintosh formats, Windows formats, Cross-platform formats.
4	What is sound? Characteristics of Sound, Digital Audio, MIDI audio, MIDI Vs Digital audio, Audio file formats, Copyright issues. Principles of animation, Animation techniques, Animation file formats, Making animation (A Rolling Ball, A Bouncing Ball), Creating animated scene.
5	Working of video, Video signal formats (Component Video, Composite Video and S-Video), Digital Video, Digital Video Standards (EDTV, CCIR Recommendations), HD Video and HDTV.
6	Multimedia communications, Multimedia information representation, Multimedia networks, Multimedia applications, Media types, Communication modes, network types, Multipoint conferencing, Network QOS.

Course Number	Course Name	Credits	
306	Lab on Oracle and Multimedia	1 Credit	

Course Objectives:

The main objective is to teach the concepts related to SQL (Structured Query Language) and multimedia. The different SQL commands to be introduced. It helps to the students in writing SQL queries and its implementations. It basically helps to design and develop database structure. This is foundational course for building up database and processing through different queries.

Expected Outcome:

At the end of this course, the student should be able to:

- Creating tables, and queries using SQL
- Applying SQL Operators and SQL Functions in the created tables in SQL;
- Writing and solving complex queries based on joins, sub queries
- Writing PL/SQL blocks, objects
- Creating multimedia file
- Understanding the use of multimedia in web sites

Text Books:

Ivan Bayross. SQL, PL/SQL The Programming Language of Oracle 3rd Revised Edition BPB Publications

Suggested MOOC:

In house on www.bharatividyapeeth.edu

Part A: Lab on Oracle

Q. No.	Question
1	Create following tables in your user with specified constraints.

Client_Master

Column Name	DataType	Size	Constraints
ClientNo	VARCHAR2	6	PRIMARY KEY, First Letter must start with 'C'
Name	VARCHAR2	20	NOT NULL
Address	VARCHAR2	30	
City	VARCHAR2	15	
State	VARCHAR2	15	
PinCode	NUMBER	6	
Bal_Due	NUMBER	10,2	

Product_Master

Column Name	DataType	Size	Constraints
ProductNo	VARCHAR2	6	PRIMARY KEY, First Letter must start with 'P'
Description	VARCHAR2	20	NOT NULL
ProfitPercent	NUMBER	2,2	NOT NULL

UnitMeasure	VARCHAR2	10	NOT NULL
QtyOnHand	NUMBER	8	NOT NULL
ReOrderLevel	NUMBER	8	NOT NULL
SellPrice	NUMBER	8,2	NOT NULL, Cannot be 0
CostPrice	NUMBER	8,2	NOT NULL, Cannot be 0

SalesMan_Master

Column Name	DataType	Size	Constraints
SalesManNo	VARCHAR2	6	PRIMARY KEY, First Letter must start with 'S'
Name	VARCHAR2	20	NOT NULL
Addresss	VARCHAR2	30	
City	VARCHAR2	20	
State	VARCHAR2	20	
SalsAmt	NUMBER	8,2	NOT NULL Cannot be 0
Target	NUMBER	6,2	NOT NULL, Cannot be 0
YtdSales	NUMBER	6,2	NOT NULL, Cannot be 0

2 **Insert following records into a related table.**

Data for Client_Master

ClientNo	Name	City	PinCode	State	Bal_Due
C00001	Ivan Bayross	Bombay	400054	Maharashtra	15000
C00002	Vandan Saitwal	Madras	780001	Tamil Nadu	0
C00003	Pramada Jaguste	Bombay	400057	Maharashtra	5000
C00004	Basu Navindagi	Bombay	400056	Maharashtra	0
C00005	Ravi Sreedharan	Delhi	100001	Delhi	2000
C00006	Rukmini	Bombay	400050	Maharashtra	0

Data for Product_Master

ProductNo	Description	ProfitPercent	UOM	QtyOnHand	ReOrderLevel	SellPrice	CostPrice
P00001	1.44 Floppies	5	Piece	100	20	525	500
P03453	Monitors	6	Piece	10	3	12000	11280
P06734	Mouse	5	Piece	20	5	1050	1000
P07865	1.22 Floppies	5	Piece	100	20	525	500
P07868	Keyboards	2	Piece	10	3	3150	3050
P07885	CD Drive	2.5	Piece	10	3	5250	5100
P07965	540 HDD	4	Piece	10	3	8400	8000
P07975	1.44 Drive	5	Piece	10	3	1050	1000
P08865	1.22 Drive	5	Piece	2	3	1050	1000

Data for Salesman_Master

SalesMan No	Name	Address	City	PinCode	SalAmt	Target	YtdSales	Remarks
S00001	Kiran	A/14, Warli	Bombay	400002	3000	100	50	Good
S00002	Manish	65, Nariman	Bombay	400001	3000	200	100	Good
S00003	Ravi	P-7, Bandra	Bombay	400032	3000	200	100	Good
S00004	Ashish	A/5, Juhu	Bombay	400044	3500	200	150	Good

3 Describe all tables.

Retrieve all records.

4 **Create following tables in your table with specified constraints.**

Sales_Order

Column Name	DataType	Size	Constraints
SalesOrderNo	VARCHAR2	6	PRIMARY KEY, First Letter must start with 'O'
SalesOrderDate	DATE		
ClientNo	VARCHAR2	6	FOREIGN KEY referencing Client_Master
DelyAddress	VARCHAR2	25	
SalesManNo	VARCHAR2	6	FOREIGN KEY referencing Salesman_Master
DelyType	CHAR	1	Delivery: Part(P)/Full(F), Default ‘F’
BilledYN	CHAR	1	
DelyDate	DATE		Cannot be less than SalesOrderDate
OrderStatus	VARCHAR2	10	Values IN(‘In Process’, ‘Fulfilled’, ‘BackOrder’,’Canceled’)

Sales_Order_Details

Column Name	DataType	Size	Constraints
SalesOrderNo	VARCHAR 2	6	PRIMARY KEY, FOREIGN KEY referencing Sales_Order
ProductNo	VARCHAR 2	6	PRIMARY KEY, FOREIGN KEY referencing Product_Master
QtyOrdered	NUMBER	8	
QtyDispatched	NUMBER	8	
ProductRate	NUMBER	10,2	

Challan_Header

Column Name	DataType	Size	Constraints
ChallanNo	VARCHAR 2	6	PRIMARY KEY, First Letter two letter must start with 'CH'
SalesOrderNo	VARCHAR 2	6	FOREIGN KEY referencing SalesOrderNo
ChallanDate	DATE		
BilledYN	CAHR	1	Values IN(‘Y’,’N’), Default ‘N’

Challan_Details

Column Name	DataType	Size	Constraints
ChallanNo	VARCHAR 2	6	PRIMARY KEY, FOREIGN KEY referencing Challan_Header
ProductNo	VARCHAR 2	6	FOREIGN KEY referencing Product_Master
QtyDispatched	NUMBER	4,2	NOT NULL

5 **Insert following records into a related table.**

Data for Sales_Order

SalesOrderNo	SalesOrderDate	ClientNo	DelyType	BilledYN	SalesManNo	DelyDate	OrderStatus
O19001	12-Jan-96	C00001	F	N	S00001	20-Jan-96	IP
O19002	25-Jan	C00002	P	N	S00002	27-Jan-96	C
O46865	18-Feb-96	C00003	F	Y	S00003	20-Feb-96	F
O19003	3-Apr-96	C00001	F	Y	S00001	7-Apr-96	F
O46866	20-May-96	C00004	P	N	S00002	22-May-96	C
O10008	24-May-96	C00005	F	N	S00004	26-May-96	IP

Data for Sales_Order_Details

SalesOrderNo	ProductNo	QtyOrdered	QtyDispatched	ProductRate
O19001	P00001	4	4	525
O19001	P07965	2	1	8400
O19001	P07885	2	1	5250
O19002	P00001	10	0	525
O46865	P07868	3	3	3150
O46865	P07885	3	1	5250
O46865	P00001	10	10	525
O46865	P03453	4	4	1050
O19003	P03453	2	2	1050
O19003	P06734	1	1	12000
O46866	P07965	1	0	8400
O46866	P07975	1	0	1050
O10008	P00001	10	5	525
O10008	P07975	5	3	1050

Data for Challan_Header

ChallanNo	SalesOrderNo	ChallanDate	BilledYN
CH9001	O19001	12-Dec-95	Y
CH6865	O46865	12-Nov-95	Y
CH3965	O10008	12-Oct-95	Y

Data for Challan_Details

ChallanNo	ProductNo	QtyDispatched
CH9001	P00001	4
CH9001	P07965	1
CH9001	P07885	1
CH6865	P07868	3
CH6865	P03453	4
CH6865	P00001	10
CH3965	P00001	5
CH3965	P07975	2

6 **Describe all tables.**

Retrieve all records.

7 Based on above created tables Write down following queries.

Selection, Renaming, Logical Operators and Pattern Matching

a) Select ProductNo, Description and compute Sell_Price*0.05 and Sell_Price*1.05 for each row retrieved. Rename the columns Increase and New Price respectively.
b) Select client information like client no, name, address, city for all clients in 'BOMBAY' or 'DELHI'.
c) Select ProductNo, Description, and Profit Percent where Profit Percent is between 10 and 30 both inclusive.
d) Select supplier name where the second letter of name is 'r' or 'h'.
e) Select supplier name, city where name is 3-character long and the first two characters are 'ja'.

8 Based on above created tables Write down following queries.

Grouping

a) Select Product No with description and total qty_ordered for each product.
b) Select Product No and description for which total qty_ordered of the products 'P00001', 'P03453'.

9 Based on above created tables Write down following queries.

Manipulating Date

Display the information like SalesOrderNo, ClientNo, SalesOrderDate for all the orders placed by the client in the ascending order of date. The SalesOrdereDate should be displayed in 'DD/MM/YY' format.

10 Based on above created tables Write down following queries.

Joins

a) Display the information like SalesOrderNo, ClientName, SalesOrderDate for all the orders placed by the client in the ascending order of date. The SalesOrdereDate should be displayed in 'DD/MM/YY' format.
b) Select ProductNo, Description and total qty_ordered for each product.

11.	Based on above created tables Write down following queries. Print the information of the client_Master, product_master, sales_order table in the following format fro all records: {Description} worth Rs. {total sales for the product} was ordered in the month of {s_order_date}
12.	Based on above created tables Write down following queries. Find the list of clients who stay in city 'Bombay' or city 'Madras' or city 'Delhi'.
13.	Based on above created tables Write down following queries. <u>Using UNION, INTERSECT and MINUS Clause</u> a) Select all clients and the salesman in the city of 'Bombay'. b) Select salesman name in 'Bombay' who has at least one client located at 'Bombay'. c) Select all the productno of non-moving items in the product_master table. d) Select the productno, description, qty_on_hand, cost_price of non-moving items in the product_master table.
14.	Based on above created tables Write down following queries. a) Retrieve the list of names and the cities of all the clients. b) List the various products available from the product_master table. c) Find the names of the clients having 'a' as the second letter in their names. d) Find the list of clients who stay in city 'Bombay' or city 'Madras' or city 'Delhi'. e) Print the list of clients whose bal_due greater than values 10000. f) Display the Order Information for Clients 'C00002' and 'C00001'. g) Find the products whose selling price is more than 1500 and also find the new selling price as original selling price * 15. h) List the products in sorted order of their description. i) Calculate the average price of all the products. j) Determine the maximum and minimum products prices. Rename the titles as 'Max-Price' and 'Min-Price' respectively. k) Count the number of products having price greater than or equal to 1500. l) Find all the products whose Qty_On_Hand is less than Re_Order_Level. m) Change the Sales_Order_Date of Client_No 'C00001' to 24/07/96. n) Change the cost price of '1.22 Floppy Drive' to Rs. 950.00. o) Delete all records having delivery date before 10th July' 96
15.	**Exercise following functions using DUAL Table.** • <u>Number Functions</u> 1. ABS () 2. MOD (m, n) 3. POWER (m, n) 4. ROUND (n, m) 5. SIGN (n) 6. SQRT (n) 7. TRUNC (n, m) 8. GREATEST () 9. LEAST () • <u>Aggregate Functions</u> 1. AVG () 2. MIN () 3. COUNT (*) 4. COUNT (expr) 5. MAX () 6. SUM ()

	• <u>Character Functions</u> 1. ASCII () 2. CHR () 3. INITCAP () 4. INSTR () 5. LENGTH () 6. LOSER () 7. UPPER () 8.LTRIM () 9. RTRIM () 10. LPAD () 11. RPAD () 12. SOUNDEX () • <u>Date Functions</u> 1. ADD_MONTHS () 4. LAST_DATE () 2. MONTHS_BETWEEN () 5. NEXT_DATE () 3. TRUNC () 6. SYSDATE ()
16.	**Granting and Revoking Privileges to/from user** a) Grant all privileges on the table product_master to the user Pradeep. b) Grant SELECT and UPDATE privilege on table client_master to Neeta. c) Grant all privileges on the table client_master to the user Ivan with grant option. d) Select all records from product_master table belonging to Sunita. e) Revoke DELETE privilege on supplier_master from Florian. f) Revoke the remaining privileges on supplier_master that were granted to Florian.
17.	**Writing PL/SQL Block** a) Write a PL/SQL Block to generate any n odd and even numbers. b) List the contents of product_master. c) Write a PL/SQL Block that inverse the string or number. [if given number is 8973 then its inverse is 3798]. If the price of the product 'P00001' is < 4000 then change the price to 4000. The price change is recorded in the old_price table along with product_no and the date on which price was changed last. d) Write a PL/SQL block that processes an order for "540 HDD". [Check the availability of the product, if yes update its value.]
18.	**Writing CURSORS** 1. Write a PL/SQL block that updates the acctmast table and sets the balance depending upon the account is debited or credited. The updation should be done only for those values that are not processed i.e. the processed flag is 'N' in the accttrans table. acctmast (acctno*, name, balance) accttrans (acctno, trndate, debt_crdt, amount, processed) 2. The HRD manager has decided to raise the salary of employees by 0.15. Write a PL/SQL block to accept the employee number and update the salary of that employee. Display appropriate message based on the existence of the record in the employee table. 3. The HRD manager has decided to raise the salary of employees working as "Programmers" by 0.25. Write a PL/SQL block to accept the employee number and update the salary of that employee. Display appropriate message based on the existence of the record in the employee table. 4. Create following 2 tables item-mast (item-id*, description, bal-stock) item-trans (item-id, description, operation, qty, status)

	-> the operations are for UPDATE – U, for INSERT –I, for DELETE –D Based on the value in the operation column of table item-trans the records for table item-mast is inserted, updated or deleted. On the basis of success/failure of insert, update and delete operation the status column in the table item-trans is updated with appropriate text indicating success or reason for failure. Following are the 3-cases which are to be taken care of: • if operation = 'I' then the item-id against along with description and qty is inserted into the required columns of the table item-mast. If the insert is successful then the status field of item-trans table is updated to 'SUCCESSFUL' else 'ITEM ALREADY EXIST'. • if operation = 'D' then row from item-mast is deleted whose item-id is equal to the item-id in the table item-trans with the operation column having the value 'D'. If delete is successful then the status column of item-trans table is updated to 'SUCCESSFUL' else 'ITEM DOES NOT EXIST'. • if operation = 'U' then the qty against this operation column is added to bal-stock column of the table item-mast where item-id of table item-mast is same as that of item-trans. if update is successful then the status of item-trans table is updated to 'SUCCESSFUL' else 'ITEM DOES NOT EXIST'. Write a parameterized CURSOR that defines all the above cases.
19.	**Writing TRIGGERS** 1. Create a transparent audit system for a table client-master. The system must keep track of the records that are being deleted or modified and when they have been deleted or modified. client-master (client-no, name, city, state, pin, bal-due) audit-client (client-no, name, bal, operation, o-date) • operation: the operation performed on the client-master table • o-date: the date when the operation was performed. 2. Write a database triggers that checks that the qty-on-hand does not become negative.
20	**Writing PROCEDURES** Create following 2 tables item-mast (item-id*, description, bal-stock) item-trans (item-id, description, operation, qty, status) -> the operations are for UPDATE – U, for INSERT –I, for DELETE –D Base on the value in the operation column of table item-trans the records for table item-mast is inserted, updated or deleted. On the basis of success/failure of insert, update and delete operation the status column in the table item-trans is updated with appropriate text indicating success or reason for failure. Following are the 3-cases which are to be taken care of: i. if operation = 'I' then the item-id against along with description and qty is inserted into the required columns of the table item-mast. If the insert is successful then the status field of item-trans table is updated to 'SUCCESSFUL' else 'ITEM ALREADY EXIST'.

	ii. if operation = 'D' then row from item-mast is deleted whose item-id is equal to the item-id in the table item-trans with the operation column having the value 'D'. If delete is successful then the status column of item-trans table is updated to 'SUCCESSFUL' else 'ITEM DOES NOT EXIST'. iii. if operation = 'U' then the qty against this operation column is added to bal-stock column of the table item-mast where item-id of table item-mast is same as that of item-trans. if update is successful then the status of item-trans table is updated to 'SUCCESSFUL' else 'ITEM DOES NOT EXIST'. Write a database procedure which will check for the existence of item-id in the table item-mast. The procedure must have one argument which receives a value for which a matching pattern for item-id in the table item-mast and another which will return value indicating whether a match has been found or not. The value returned by the procedure can be used to make a decision to perform further processing or not.

Part B: Lab on Multimedia

Q.No.	Question
1	Create a new document in a word processing application. Next, type in a line of text and copy the line five times. Now change each line into a different font. Recopy the entire set of lines three times. Finally, change the size of the first set to 10-point text, the second set to 18-point text, and the third set to 36-point text. a) Which of the smallest lines of text is most readable? b) Which line of text stands out the most?
2	Download three different images from a web site. One should be photographic, one should be a graphic (solid colors or gradients), and one should be a mix. Convert the images to 256 colors. Use the tools available to use different dithering patterns and palettes. Print out the files before and after reducing to 256 colors. Write the file sizes on each one.
3	Visit different web sites. Describe the use of colors for each in subjective terms. Is each site vibrant? childish? muted? subtle? Why? What cultural or other factors determined the color selection? Print out a page from each site, and write a paragraph describing the colors and images used in each one.
4	Open an image in an image-editing program capable of identifying colors. Select three different pixels in the image. Sample the color and write down its value in RGB, HSB, CMYK, and web (hexadecimal) color.
5	Visit three web sites that use sound (you may need to find Flash-based web sites). Where, when, and how is sound used? Does the sound fit the mood of the site? Is there background sound? Can the sounds be turned on and off? Document your findings.
6	Locate three web sites that offer "royalty-free" or "buyout" music. Such sites almost always allow visitors to listen to low-quality samples. What formats are the samples

	provided in? Listen to some of the samples. Try to identify which are synthesized and which are actual instruments playing the music. What are the license arrangements for using the music? Document your findings, noting the various lengths and formats the music is provided in.
7	Use a search engine to search on the words “animation” and “definition.” Create a document that provides many different definitions of the term animation. Describe the differences among definitions. Which elements make the most difference among them—type of motion, process used for creation, method of playback, or something else? What do all (or, at least, most) of the definitions have in common?
8	Conceptualize a brief animated sequence. Include a number of moving elements that move into and out of the frame. Consider where the key frames should be. How do the elements move? Do they get bigger or smaller? Do they rotate? Do they “deform” (change shape)? Create a storyboard with sketches showing at least ten of the key frames.
9	Locate three web sites that include video clips. What format are they served in? Examine the HTML source code to discover what method of video delivery is used. Make a note of your findings.
10	Prepare five graphic images using paint or drawing program. Be sure to include a variety of colors and contrasts. Add text to the images. Use small text, large text, text with serifs, bold text, and text in contrasting and similar colors. Add drop shadows. Add boxes and other shapes to the images, in various weights.

Course Number	Course Name	Credits	
307	Lab on Linux Operating System	1 Credit	

Course Objective:

The student would be able

- To obtain knowledge of how to manage files in Linux system.
- To understand Linux commands and write shell programming.
- To grasp the concepts of User Management in Linux.
- To control the system running Ubuntu operating system.

Expected Outcome :

The course is to provide the knowledge of the Linux Operating System. This course intends to teach various features that will help the students to use and learn the working of Ubuntu /Red Hat operating system

Prerequisite:

Students should have basic knowledge of working on an operating system.

- Linux for beginners : An introduction to the linux operating system and command line
- Linux: the complete reference, sixth edition paperback by Richard Petersen, McGraw Hill education
- Unix shell Programming: by yashwant Kanitkar
- UNIX Concepts and Applications - by Sumitabha Das

Course Plan

Unit	Contents
1	Introduction to Linux Operating system, various flavors of Linux O.S., Learning to use and Install Linux, Booting Any one flavor of Linux like ubuntu, red hat etc, Starting up ,Logging in, Exploring the desktop ,Working with virtual desktops, Getting Everything up and running ,Viewing your hardware , Getting online Using an Ethernet Card ,Joining wireless network ,Configuring Email and instant messaging, Adding a Printer , Configuring a local printer, Configuring a network printer, Setting up digital imaging devices, Transferring photos from digital camera, Configuring scanner, Configuring Bluetooth.
2	**General Purpose Utilities:** banner (display a blown-up message), cal (The calendar), date-display the system date, who-Login detail tty-knowing your terminal uname-know your machine name passwd-change your password lock-lock your terminal echo-display message bc-the calculator. who am i,- display login name

3	**Navigating the file system:-** pwd-checking your current directory, cd-changing directories, mkdir-Making directories rmdir-moving directories ls-listing files **Handling Ordinary files:** cat-displaying and creating files, touch-creating empty file cp-copying a file rm-deleting files mv-renaming files more-paging output lp-printing a fiile file-know the file type wc-line, word and character counting split-splitting file in to multiple files cmp-comparing two files comm.-finding common chmod-changing file permission files searches using find command, locate command, mount and unmount command. Understanding vi modes, Using vi to edit the file, Creating a new text file using vi, Searching through files.
4	**Filters:** pr- paginating files head-displaying the beginning of a file, tail- displaying the end of file cut- slitting a file vertically paste- pasting file sort- ordering file uniq- locating repeated line nl- line numbering tr-translating characters. regular expressions and grep to find text ps-process status kill-terminate process Other process related commands
5	sh command, pattern matching- the wild cards, escaping-the backslash(\), quoting, redirection, pipes, tees
6	What is Shell, Different types of shells, Shell as command processor, shell variables, creating command substitution, various shell scripts using functions, conditionals, loops, customizing environment

Course Number	Course Name	Credits	
308	Community Work III	1 Credit	

Course Objective:

This course aims to expose the students to the societal issues and help them participate in the community service through trips/events organized at institute, state level etc and also to Volunteer at events like fundraising activities, fairs, festivals, slums, nonprofit organization etc.

- To expose the students towards social reality and role of community development for social upliftment and well being
- To involve students in community work through active involvement and participation

Expected Outcome :

Students will be able to know the community needs and understand their role towards community development.

Reference Books :

- An Introduction to Community Development, Rhonda Phillips, Robert Pittman – 2014
- Community Development in Asia and The Pacific, Manohar S. Pawar, 2009

Online Resources:

https://community-wealth.org/sites/clone.community-wealth.org/files/downloads/tool-enterprise-directory.pdf

https://www.ahaprocess.com/solutions/community/events-resources/free-resources/

Community Hours:

Participate in community service trips/events organized at institute, state level etc , Volunteer at events like fundraising activities, fairs, festivals, slums, non profit organization etc , Submit a report on a particular type of community involvement undertaken.

MOOCs:

https://alison.com/course/diploma-in-community-development

Course Plan

Unit	Contents
1	**Community work through Education:** Teaching at Schools, Teaching at Orphanages, Teaching to poor children ,study the role of government in the education sector ,study the NGOs particularly working in education sector.
2	**Community Work for Slums:** Learn the government facilities, NGOs which are working for the slums and try to connect any NGO.
3	**Community Work for Environment:** Role of Govt. and NGOs which are working to save the environment, Initiatives like Clean your city drive, Cycle day, Awareness of Dry and wet waste classification, Tree Plantation Drive, Environment awareness activities etc.

Course Number	Course Name	Credits	
308	**Start-Up Management**	1 Credit	

Course Objective:

The objectives of the course is

- To Introduce to the students the idea of start ups and their role in the society and nation
- To impart knowledge about the organization and management of start ups

Expected Outcome :

Students will be able to understand the role of start ups and case studies of well known start ups in India.

Reference Books :

- Khanka S. S. – Entrepreneurship Development, S. Chand.
- Burns, P. (2001). Entrepreneurship and small business. New Jersey:Palgrave.
- Mullins, J. (2004). New business road test. New Delhi: Prentice Hall.

Online Resources:

https://www.entrepreneur.com/

https://www.shopkeep.com/blog/the-7-best-free-resources-for-planning-your-new-business

MOOCs:

https://startupindia.upgrad.com/ - Startup India Learning Programme Swayam

Course Plan

Unit	Contents
1	Meaning of Start ups, Formation of a start up, idea generation for start ups, scaling up process.
2	Managing a startup, Customer Development, Market Sizing, Lean Startups, Support by government for startups,
3	Case Studies on well known startups.

Course Number	Course Name	Credits	
308	Agro Tourism	1 Credit	

Course Objective:

The objectives of the course are to familiarize students with principles and relationship between tourism and agricultural activities.

Expected Outcome :

Students will be able to obtain and diversify knowledge from tourism, rural tourism and their specific form agri-tourism.

Reference Books :

- Talwar, Prakash. Travel and Tourism Management. Gyan Books Pvt., Ltd.,Main Ansari Road, Darya Ganj, New Delhi- 110 002.
- Bagri, S. C. Trends in Tourism Promotion 2003.International Books Distributors, 9/3, Rajpur Road, Dehradun-248 001 Uttarakhand (India).

Online Resources:

http://www.agritourism.in
http://www.ecoindia.com

MOOCs:

https://www.mooc-list.com/tags/tourism
https://www.coursera.org/
https://swayam.gov.in/
https://alison.com/courses?query=agriculture+tourism

Course Plan

Unit	Contents
1	Introduction, importance, scope, forms of agro-tourism, advantages and implementations, sustainability component, difficulties involved.
2	Govt. policies and legislations in respect of tourism and agro-tourism and environment protection laws. Requirements for Agro-tourism Farm, forest, garden, fish tank/ponds, residential huts, etc. Introduction to Indian culture through agro tourism.
3	Profiling the tourist for: age, sex, life cycle, education, employment, income, satisfaction and expectations, values, purpose of visit, accommodation, duration of stay, preferences and perceptions regarding area management, environmental concerns, involvement and responsibility, motivations, etc.

SEMESTER IV

Course Number	Course Name	Credits	
401	Computer Networks	3 Credits	

Course Objectives:

The key objective is to acquire a foundational understanding of computer network and communication technologies. Networking concepts will be illustrated using TCP/IP networks. To enable the learner with Network Technologies and applications of Network.

Learning Outcomes:

At the end of this course, student should be able to

- Students will acquire a good knowledge of the computer network, its architecture and operation.
- Student will be able to pursue his study in advanced networking courses (This knowledge will help them to create base for the Network Electives to be studied in the next semesters).
- Students will be able to follow trends of computer networks. So, students will get exposer to advanced network technologies like MANET, WSN, and 4G.

References (Books, Websites etc) :

- 1.A.S. Tanenbaum, **Computer Networks** (4th ed.), Prentice-Hall of India, Latest Edition
- 2.W.Behrouz Forouzan and S.C. Fegan, **Data Communication and Networking,** McGraw Hill, Latest Edition

Other Books:

- Network Essential Notes GSW MCSE Study Notes
- Internetworking Technology Handbook CISCO System
- Introduction to Networking and Data Communications Eugene Blanchard
- Computer Networks and Internets with Internet Applications Douglas E. Comer

Suggested MOOC :

Course Plan

Unit	Contents
1	**Introduction to Computer Networks:** What is Computer Network? Network Goals and Motivations, Application of Networks, Network Topologies, Classification of Networks, **Network software:** Network Protocols, Protocol Hierarchies, Design issues for the Layers, Connection Oriented and Connectionless Services, Service Primitives, Relation of services to Protocols, **Network Models:** The OSI Reference Model, The TCP/IP Reference Model, Comparison of OSI and TCP/IP Reference Model, A critique of OSI Model, A critique of TCP/IP Model, **Examples of some networks:** Internet, X.25, ISDN, Frame relay, ATM, Ethernet, Wireless Lans- (wi-fi)
2	**Data Transmission and Physical Layer:** **Signals:** Analog and Digital Signals, Data Rate, Transmission Impairment, Signal

	Measurement: Throughput, Propagation Speed and Time, Wavelength, Frequency, Bandwidth, Spectrum **Transmission Media& its Characteristics:** Guided and Unguided Media, Synchronous and Asynchronous Transmission, Multiplexing**:** FDM, WDM, TDM, Switching**:** Circuit, Message and Packet Switching, **Mobile Telephone Systems**: 1G, 2G, And 3G
3	**Network Layer: Network Layer Design Issues; Routing Algorithms:** Static/ Dynamic , Direct/ Indirect, Shortest Path Routing, Flooding, Distance Vector Routing , Link State Routing, Hierarchical Routing, Broadcast Routing, Multicast Routing, **Congestion Control Algorithms:** General Principal of Congestion Control, congestion prevention polices, Load shedding, Jitter Control, **IP Addressing:** IP-Protocol, IP-Address Classes (A, B, C, D, E), Broadcast address, Multicast address, Network Mask, Subnetting, Internet control Protocol-ICMP, IGMP, Mobile-IP, IPv6
4	**Transport and Application Support Protocols,:** Transport service, Service Primitives, Internet, and Transport Protocols: TCP/UDP, Remote Procedure Calls, RTP, **Session Layer:** Token Concept **Presentation Layer:** Data Encryption and Data Security, Message Authentication, **Application Layer:** Domain Name Service, Telnet, FTP, SMTP, SNMP, MIME, POP, IMAP, WWW,HTTP
5	**Advance Networks:** Concept of 4G Networks, Introduction of 802.16, 802.20, Bluetooth, Infrared, MANET, Sensor Networks. Technical Issues of Advanced Networks, **Mobile Ad-hoc Networks:** Introductory concepts, Destination-Sequenced Distance Vector protocol, Ad Hoc On-Demand Distance Vector protocol, **Wireless Sensor Networks:** Sensor networks overview: Introduction, applications, design issues, requirements.
6	**Internet Basics:** Concept and Characteristics of Internet , Intranet, Extranet . Structure of Internet through Client Sever . Domain name , Website Development formats for Business Applications.

Course Number	Course Name	Credits	
402	Software Testing	3 Credits	

Course Objective :

The main objective is to introduce IT in a simple language to all undergraduate students, regardless of their specialization. It will help them to pursue specialized programs leading to technical and professional careers and certifications in the IT industry. The focus of the subject is on introducing skills relating to IT basics, computer applications, programming, interactive medias, Internet basics.

Expected Outcome :

At the end of this course, student should be able to:

- Understand basic concepts and terminology of information technology.
- Have a basic understanding of personal computers and their operations.
- Be able to identify issues related to information security.

References (Books, Websites etc) :

- Software Testing by Renu Rajani and Pradeep Oak
- Software Engineering by Roger S. Pressman
- Software Testing Principles And Practices by Srinivasan Desikan and Gopalaswamy
- Ramesh

Suggested MOOC :

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to Software Concepts:** Introduction, Definition and Characteristics of oftware, Importance of Software, Software types, Software components, Members involved in software development, Overview of SDLC.
2	**Introduction to Testing:** What is testing, Why, When and How Testing, Importance of Testing. Testing goals and characteristics, Testing during planning stage, Testing during design stage, Testing during coding stage.

3	**Software Testing Lifecycle & Software Testing Process:** Overview of STLC, Principles of Verification and Validation, Techniques of verification (review, inspections, walkthroughs), V testing model Software development V & V Software acquisition V & V Software supply V & V **Software Testing Process:** Testing process: a) Plan b) Develop c) Execute d) Manage Conventional Software Architectures.
4	**Software Testing Strategies:** Test strategies for conventional software a) Unit Testing b) Integration Testing i) Top-Down Integration ii) Bottom-Up Integration iii) Regression Testing iv) Smoke Testing v) Integration test documents c) Validation Testing a. Test Criteria b. Configuration Review c. Alpha and Beta Testing a) System Testing i) Recovery Testing ii) Security Testing iii) Stress Testing iv) Performance Testing Difference between Testing and Debugging, The Art of Debugging a) Debugging Process b) Debugging strategies c) Correcting the Error.

5	**Software Testing Techniques:** Overview of Black-Box and White-Box Testing, Methods of White-box Testing: a) Basis Path Testing i) Flow Graph Notation ii) Independent Program Paths iii) Deriving Test Cases iv) Graph Matrices b) Control Structure Testing i) Conditional Testing ii) Data Flow Testing iii) Loop Testing • Simple Loops • Nested Loops • Concatenated Loop Methods of Black-Box Testing: a) Graph Based Testing b) Equivalence Partitioning c) Boundary Value Analysis d) Orthogonal Array Testing Testing of client/server Architectures, Testing Documentation and Help Facilities, Testing for Real-Time Systems: a) Task Testing b) Behavioral Testing c) Intertask Testing d) System Testing Testing Patterns: a) Pair Testing b) Separate Test Interface c) Scenario Testing
6	**Risk Management:** Introduction and Characteristics of Risks, Role of Testing in Risk Management, Types of Risks: a) Project Risks b) Technical Risks c) Business Risks d) Predictable Risks e) Unpredictable Risks

Course Number	Course Name	Credits	
403	Java Programming	3 Credits	

Course Objective :

The Objectives of the course is to introduce Object Oriented Programming using Java, Make student to use Java for implementing OO Concepts and also make them familiarize to use JDK and Java API for concurrent programming, input/output, Java data structures and GUI (AWT) programming using java.

Expected Outcome :

At the end of this course, student should be able to understand

- Design interfaces, abstract and concrete classes
- Use concurrent programming, java Collections and utility classes
- Able to achieve object persistence using object serialization.
- Design applications using event driven programming.
- Get the main features of Java Programming for Business Applications

References (Books, Websites etc) :

- Herbert Schildt, Java: The Complete Reference, McGraw-Hill Osborne Media; Seventh Edition, 2007
- Cay S. Horstmann and Gary Cornell ,Core Java-Volume-I, Sun Core Series, Eighth Edition, 2008
- Bruce Eckel , Thinking In Java – Printice Hall, Fourth Edition

Suggested MOOC:

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to Java:** Features of Java, Java compiler, JVM, Garbage collection, Data types, concept of class and object, java naming conventions wrapper classes, control structures in java, arrays in java, array of objects.
2	**Class and Object Concepts:** Concepts of OOP, Defining a class, creating objects from class, adding attributes and methods to the class, using constructors, Passing values to the functions – pass by value, pass by reference, Function overloading. Modifiers – public, private, protected, default, static, final, Concept of package, Introduction to Exception Handling.
3	**Inheritance and Polymorphism:** Concept and importance of inheritance, is-a relationship, types of inheritance,

	Polymorphism – function overriding, dynamic method dispatch. Using abstract and final keywords with class declaration, Concept of interface and class.
4	**Concurrent Programming :** Concept of threads, lifecycle of threads, creating threads, Thread class, Runnable interface, Introduction to Tread Synchronization .
5	**Java Input/Output:** Concept of streams, types of streams – byte streams, character streams. The Console: System.out, System.in, and System.err, InputStream class, OutputStream class, File class, FileInputStreams, File OutputStream, Reader class, Writer class, FileReader, FileWriter. Buffered streams – BufferedInputStream, BufferedOutputStream, BufferedReader, BufferedWriter. Object Streams
6	**Java Applets and GUI:** Applet concept, creating basic applet, applet lifecycle, controlling applet content, introduction to AWT controls – Button, Lable, TextField, TextArea, List, Checkbox and RadioButtons, Scrollbar, Menu etc. (Only AWT Component)

Course Number	Course Name	Credits	
404	Operations Research	2 Credits	

Course Objective :

Main objective of this paper is to learn historical development of O.R., need and characteristics of OR in business and management. Formulate a real-world problem as a mathematical programming model. To aware the students about the basic terms in operations research. Students will be able to formulate and solve optimization problems related to job/ work assignments.

Expected Outcome :

At the end of this course, student should be able to understand:

- Students will be able to describe characteristics and scope of OR.
- Students will be able to define and formulate mathematical problems.
- Students will be able to select optimal problems solving techniques for a given problem using LP.
- Students will be able to formulate and solve transportation, travelling sales problems.
- Students will be able to demonstrate and solve simple models of Game theory.
- Students will be able to solve different problems related to Network.

References (Books, Websites etc) :

- Operations Research: An Introduction by Hamdy Taha, Pearson
- Operations Research by A M Natarajan, P Balasubramani, A Tamilarasi, Pearson Education Inc
- Operations Research by P Mariappan, Pearson
- Operations Research by H N wagner, Prentice hall.
- Optimization in Operations Research by Ronald Rardin, Pearson Education Inc.
- Operations Research by R. Paneerselvam, Prentice Hall of India Pvt. Ltd.
- Quantitative Techniques in Management by N D Vohra, Tata McGraw-Hill

Suggested MOOC : List of Open Source Software/learning website: www.nptel.ac.in/

Course Plan

Unit	Contents
1	**Basics of Operation Research :** Origin of Operation Research, Historical Standpoint, Methodology, Different Phases, Characteristics, Scope and Application of Operations Research, limitations of OR.
2	**Linear Programming :** Introduction, Requirement of LP, Basic Assumptions, Formulation of LP, General Statement of LP, Solution techniques of LP: Graphical Methods, Analytical Methods: Simplex Method , Concept of slack, surplus & artificial variables. Manual solutions of L.P.P. upto 3 iterations. Minimization & Maximization Problems.

	Special Cases – i)Alternative solution (ii) Unbounded solutions (iii) Infeasible solutions to be shown graphically & also by simplex method.
3	**Transportation Model :** North-West Corner rule, Least-cost method, Vogel's approximation method, Final Transportation cost using MODI method, **Special cases** : i)Degeneracy in transportation problem, ii)unbalanced supply and demand, iii)profit maximization problem iv) prohibited transportation routes
4	**Assignment Model:** Hungarian method for solution, non square matrix, **Special Cases** :i) unbalanced problem ii)restriction on assignments iii)Maximization problem iv)alternate solution
5	**Network Analysis :** Terms used in network analysis, Network or arrow diagram, Fulkerson's rule, Programme Evaluation and Review Technique (PERT), Critical path method (CPM), Time estimates for activities. Probability of completion of project. Determination of floats (total, free, independent & interfering) , Crashing of Simple Networks.
6	**Decision Theory And Decision Tree**: Introduction, Decision under certainty, Decision under risk, Payoff table, Regret table, Decision making under uncertainty, Maximin & Maximax criteria,Minimax Regret criterion, Laplace criterion, Hurwicz criterion, Expected Monetary Value criterion, Expected Value of Perfect Information (E.V.P. I.), Expected Opportunity Loss (E.O.L.), Decision Tree, Simple examples

Course Number	Course Name	Credits	
405	Entrepreneurship Development	2 Credits	

Course Objectives :

- To develop an understanding of entrepreneurship concepts
- To provide sufficient knowledge to students aspiring to be entrepreneurs
- To provide ways and means to start an enterprise

Expected Outcome :

At the end of this course, student should be able to understand

- Evolution, definition, characteristics, function and types of entrepreneurs.
- Role of Entrepreneurship in Economic Development.
- Business Opportunity Identification
- Importance of Business plan
- Support Agencies
- Concept of Intellectual property rights

Reference Books :

- Dr. Dilip Sarwate, Entrepreneurship Development and Project Management, Everest Publishing house
- Vasant Desai, Dynamics of Entrepreneurship development and Management, Himalaya Publishing House
- David H Holt, Entrepreneurship and New Venture Creation, Prentice Hall
- Paul Ajit Kumar, Paul, Entrepreneurship Development, Himalaya Publishing House Mumbai
- Raj Shankar – "Entrepreneurship: Theory and Practice" – Vijay Nicole Imprints Pvt. Ltd.
- S.S. Khanka – Entrepreneurial Development – S. Chand And Company Ltd., New Delhi – 1999

Websites

- www.startupindia.gov.in
- www.india.gov.in
- http://www.makeinindia.com/home

Suggested MOOC :

Note:

1. **Case studies to be discussed on various aspects mentioned in the syllabus.**
2. **Visiting/Interaction with successful local entrepreneurs should be done.**

Course Plan

Unit	Contents
1	**Introduction to Entrepreneurship :** Evolution, Concept and definition of an entrepreneur, Characteristics, function and types of entrepreneurs, Qualities of an Entrepreneur, Growth of Entrepreneurship in India, role of Entrepreneurship in Economic Development, Women Entrepreneurship in India
2	**Business Opportunity Identification :** Search for Business Ideas, Market Assessment, Sources of Information,

	Environmental Analysis, Entrepreneurial opportunities in India, Business Opportunity identification and selection
3	**Business Plan Preparation :** Meaning of Business plan, Significance and Contents of a Business Plan, developing Business Plan, Presenting Business Plan, Elevator Pitch
4	**Project Finance :** Types of Finance, Sources of Finance, Venture Capital, Start-up and Make-in-India program, MUDRA
5	**Support Agencies :** Support to Entrepreneurs by DIC, SIDBI, SIDCO, SSIB, NSIC, SISI, Other Institutions etc. Entrepreneurship promotion by Government through various schemes.
6	**Entrepreneurial Motivation and Development :** Factors motivating entrepreneurs, Basic course contents of EDP‟s Evaluation of EDP‟s, Organizations involved in EDP‟s. Basics of Intellectual property rights

Course Number	Course Name	L-T-P- Credits	
406	Lab on Java	1	

Course Objective : To develop logical abilities of students using Java Programming language

Expected Outcome:
Provide foundation for programming and Enable the students to analyze and efficiently solve the problems using Java Programming.

References (Books, Websites etc) :

- Herbert Schildt, Java: The Complete Reference, McGraw-Hill Osborne Media; Seventh Edition, 2007
- Cay S. Horstmann and Gary Cornell ,Core Java-Volume-I, Sun Core Series, Eighth Edition, 2008
- Bruce Eckel , Thinking In Java – Printice Hall, Fourth Edition

Sr. No.	Contents
1	Program to demonstrate the following: 1. Branching Statements 2. Looping Statements 3. Classes and objects 4. Wrapper classes 5. Arrays 6. Array of objects.
2	Design Programs on following concepts: 1. Constructor 2. Constructor Overloading 3. Pass by value 4. Method Overloading 5. Package 6. Exception Handling
3	Working with Inheritance and Interface: 1. Programs to demonstrate working of Inheritance, types of inheritance and Polymorphism – function overriding. 2. Making use of abstract and final keywords with class declaration. 3. Programs to demonstrate working of interface.
4	Design Programs on following concepts: 1. Thread class, Runnable interface and Tread Synchronization.
5	Program to demonstrate Java Input/Output : 1. Concept of streams, byte streams, character streams. 2. The Console: System.out, System.in, and System.err 3. Making use of InputStream class, OutputStream class, File class, FileInputStreams, File OutputStream, Reader class, Writer class, FileReader, FileWriter. Buffered streams – BufferedInputStream, BufferedOutputStream, BufferedReader, BufferedWriter. Object Streams
6	Working with Java Applets and GUI: 1. Design program to demonstrate Applet concept. 2. Making use of AWT controls through programs– Button, Lable, TextField, TextArea, List, Checkbox and RadioButtons, Scrollbar, Menu etc.

Course Number	Course Name	Credits	
407	Minor Project I	1Credit	

Course Objective :

Student has to complete a Minor project work under the guidance of the faculty member in the institute. Students has to develop any software using C in a group of 2 to 3. Each team has to give 4 minimum PPT presentation to the Project Guide during the semester. Final project viva will be conducted as per University Time Table.

Course Number	Course Name	Credits	
408	Community Work-IV	1 Credit	

Course Objective:

This course aims to expose the students to social issues and help them Participate in community service through trips/events organized at institute, state level etc and also to Volunteer at events like fundraising activities, fairs, festivals, slums, nonprofit organization etc.

- To expose the students towards social reality and role of community development for social upliftment and well being
- To involve students in community work through active involvement and participation

Expected Outcome :

Students will be able to know the community needs and understand their role to contribute meaningfully towards community development.

Reference Books :

a. An Introduction to Community Development, Rhonda Phillips, Robert Pittman – 2014
b. Community Development in Asia and The Pacific, Manohar S. Pawar, 2009,

Online Resources:

https://community-wealth.org/sites/clone.community-wealth.org/files/downloads/tool-enterprise-directory.pdf
https://www.ahaprocess.com/solutions/community/events-resources/free-resources/

MOOCs:

https://alison.com/course/diploma-in-community-development

COMMUNITY HOURS:

Participate in community service trips/events organized at institute, state level etc , Volunteer at events like fundraising activities, fairs, festivals, slums, non profit organization etc , Submit a report on a particular type of community involvement undertaken

Course Plan

Unit	Contents
1	Community work in Food and Nutrition related social concerns ,role of government and NGOs in India
2	Community work for old age people and its related social concerns, role of government and NGOs in India
3	Community work for woman empowerment ,its related social concerns ,role of Govt. and NGOs in in India

Course Number	Course Name	Credits	
408	Basics of Taxation	1 Credit	

Course Objective:

- To provide a basic knowledge about direct tax system in India
- To provide a basic knowledge about indirect tax system in India.
- To upgrade with the latest amendments in taxation policy of India.

Expected Outcome :

- Students will be able to have a basic knowledge about direct tax system in India
- Students will be able to have a basic knowledge about indirect tax system in India.
- Students will be upgraded and upskilled with the latest amendments in taxation policy of India.

Reference Books :

1. Shukla and Grewal: Advanced Accounts. (S. Chand & Co. Ltd. New Delhi)
2. Jain and Narang: Advanced Accounts.(Kalyani Publishers, Ludhiana)
3. Sr. K. Paul: Accountancy, Volume-I and II.(New Central Book Agency, Kolkata)
4. R. K. Lele and Jawaharlal: Accounting Theory (Himalaya Publishers)
5. Dr. L. S. Porwal: Accounting Theory (Tata McGraw Hill).
6. Robert Anthony, D.F.Hawkins& K.A. Merchant: Accounting Text & Cases (Tata McGrawHill

Online Resources:

1. https://incometaxindiaefiling.gov.in/

2. https://www.taxmann.com/#

3. http://www.gstcouncil.gov.in/

MOOCs:
Alison
Swayam

Course Plan

Unit	Contents
1	**Introduction :** Basic concepts: Income, agricultural income, person, assessee, assessment year, previous year, gross total income, total income, maximum marginal rate of tax; Permanent Account Number (PAN) Residential status; Scope of total income on the basis of residential status Exempted income under section 10
2	**Direct and Indirect Tax:** Income from Salaries; Income from house property, Profits and gains of business or profession; Capital gains; Income from other sources, Deductions from gross total income; Rebates and reliefs Computation of total income of individuals and firms; Tax liability of an individual Indirect taxes.
3	**Overview of GST:** Overview Of GST: Introduction to GST-Key Concepts – Taxes under GST – Central GST – State GST – Union Territory GST – Integrated GST - Cess

Course Number	Course Name	Credits	
408	Meditation & Yoga	1 Credit	

Course Objective:

- To introduce the practice of yoga and its benefits to students
- To impart practices of basic yogic kriyas

Expected Outcome :

Students will be able to understand the advantages of Yoga and practice basic yog kriyas

Reference Books :

- Yoga – Asanas, Pranayam, Mudras, Kriya, Vivekananda Ashram
- Yoga – Sivanand Yog Vedanta Center

Online Resources:

https://www.yogatoday.com/
https://www.youtube.com/user/yogatoday
https://m.youtube.com/user/yogawithadriene/playlists

MOOCs:

Swayam

Course Plan

Unit	Contents
1	i) Origin of Yoga & its brief development. ii) Meaning of Yoga & its importance iii) Yoga as a Science of Art (Yoga Philosophy). iv) Meaning of meditation and its types and principles.
2	i) Classification of Yoga/Types of Yoga ii) Hatha Yoga , Raja Yoga, Laya Yoga, Bhakti Yoga, Gyan Yoga, Karma Yoga. iii) Asthang Yoga.
3	i) Principles of Yogic Practices. ii) Meaning of Asana, its types and principles. iii) Meaning of Pranayama, its types and principles. iv) Meaning of Kriya its types and principles. v) Yogic therapies and modern concept of Yoga vi) Naturopathy, Hydrotherapy, Electrotherapy, Messotherapy, Acupressure, acupuncture.

SEMESTER V

Course Number	Course Name	Credits	
501	Introduction to the Internet Technologies	3 Credits	

Course Objective :

- To teach the basic internet concepts and train them to develop internet applications.
- An overview of the HTML5 specification
- Practical knowledge to implement new HTML5 elements and attributes.
- Overview of Javascript

Pre-requisites:

Preliminary knowledge of computer, their operations and applications.

Expected Outcome :

- Describe and use client-side technologies of the World Wide Web: HTML5, CSS3, Javascript.
- To implement different constructs and programming techniques provided by Java Script.

References (Books, Websites etc) :

Text Books:

1. The Complete Reference HTML -Thomas A.Powell
2. The ABC's of JavaScript –Lee Purcell & May Jane Mara
3. Internet Technology at work - Hofstetterfred
4. Beginning HTML5 & CSS3 - Christopher Murphy, Richard Clark &oliStudholme

Reference Books :

1. Web Enabled Commercial Application Development using HTML, DHTML, JavaScript, Perl CGL –Bayross Ivan
2. Internet Technology at work Hofstetterfred
3. Web Design Technology-D.P. Nagpal- S. Chand Technical
4. JavaScript Bible

Reference Sites:

1. www.w3schools.com
2. www.devguru.com

Suggested MOOC :

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan	
Unit	**Contents**
1	**Overview Of Internet And Intranet:** Understanding internet and its need, concept of intranet, difference between internet and intranet, a brief history, internet applications, Internet Service Providers (ISP) concept of client and server, concept of a web browser and web server, communicating on the internet, concept of domain- Physical domain, virtual domain, registering a domain, need of IP addressing, process to assign IP addresses, World Wide Web
2	**Introduction To HTML:** **Introduction:** Overview of HTML, need of HTML, Use of HTML **HTML Tags:** concept of Tag, types of HTML tags, structure of HTML program**Text formatting through HTML:** Paragraph breaks, horizontal rules, heading style, line breaks, background and BGcolor attributes **Emphasizing material in a web page:** Heading styles, drawing lines, text styles.**Text styles and other text effects-**centering, spacing, controlling font size & color**Lists:** Using unordered, ordered, definition lists**Adding Graphics To HTML Documents:** Using Image tag, attributes of Image tag, changing width & height of image
3	**Tables, Frames And Linking Documents:** **Handling Tables:** To define header rows & data rows, use of caption tag, changing height & width of table, cellpadding, cellspacing, bgcolor, colspan, rowspan**Linking Documents:** Concept of hyperlink, types of hyperlinks, linking to the beginning of document, linking to a particular location in a document, Images as hyperlinks**Frames:** Introduction To frames, using frames & frameset tags, named frames.**Forms :** INPUT tag, TYPE Attribute : text, password, button, checkbox, radio button, image
4	**Introduction to CSS:** Introducing CSS, Types of style sheets: inline, embedded and external Style.Working with CSS properties: text properties, color and background properties, border and shading, box and block properties, positioning with CSS, Various types of CSS selectors: universal, class, ID, child, descendent, adjacent sibling, attribute and query.
5	**Introduction To HTML5 and CSS3:** Features of HTML5 and CSS3 with few elements.
6	**Introduction To JavaScript:** **Introduction to scripting:** overview of Java Script, Advantages, Features of JavaScript, Client side java Script, writing JavaScript into HTML, First Hello World Program **Basic JavaScript Techniques**: Data types, literals, variables and operators, Java

	Script arrays, dense array, operators, expressions **Java Script Programming Construct**: Assignment, data declaration, if, switch, while, for, do while, label, break, Continue **Functions and Objects**-Built-In Function and User defined function. User defined functions, function declaration, passing parameters, variable scope, return values, recursive functions, String, Date, Math Objects **Dialog boxes** -Alert dialog box, prompt dialog box, confirm dialog box, **Working with form**- Forms and Form elements and the associated events. Form validation.

Course Number	Course Name	Credits	
502	Object Oriented Analysis and Design	3 Credits	

Course Objective :

- To Understand concept of system design using UML.
- 2. To understand system development through object oriented techniques.

Expected Outcome :

At the end of course students will know –

- Advantages of using OOP platforms for development.
- Process carried out while designing Object Oriented Systems.

References (Books, Websites etc) :

- The Unified Modeling Language User Guide by Grady Booch, James Raumbaugh, Ivar Jacobson.
- Object Oriented Software Engineering by Ivar Jacobson
- 3. Software Engineering by Pressman

Suggested MOOC : Refer **NPTEL**

Course Plan

Unit	Contents
1	**Object Oriented Concepts, Modeling and UML:** What is Object Orientation : (Introduction to class, object,inheritance, polymorphism), Model : Introduction of Modeling, Object Oriented Modeling , Object oriented system development: Function/data methods, Object oriented analysis,Object oriented construction, Object oriented testing
2	**Iterative Development and UML:** Understanding requirements, Rational Unified process &RUP Phases – Inception, Elaboration, Construction, Transition UML : Designing Tool for OOAD : Introduction to UML, Overview of UML, Conceptual Model of UML, Diagrams in UML, Advantages of UML **Behavioral Modeling** Use Case Diagram : Realization of Use Cases, Finding Actors, Defining Relations among Use case, Writing Use Cases, Activity Diagram
3	**Basic and Advanced Structural Modeling** Class Diagram : Identifying the elements of an object model, Identifying classes and objects, Specifying the attributes, Defining operations, Finalizing the object definition, Advanced class Modelling, Interface, Types and Roles **Diagrams Based on Classes :** State Chart Diagram, Package Diagram, Object Diagram

4	**Interaction Modelling :** Introduction to Interaction Diagrams, Need of Interaction Diagrams, Interaction Diagrams, Collaboration Diagram, Sequence Diagram
5	**Architectural Modeling** Component Diagram: Need of Component Diagram, Realization of Components, Relating Components. Deployment Diagram : Purpose of deployment diagram, Architecture of System, Different Architectures used for System, Representing Architecture using Deployment Diagram
6	**Object Oriented Programming Styles** Object Oriented Style with reference to Reusability and Extensibility, Robustness, 3 Programming in the Large, Discussion on case Studies e.g. Library Management System, Hospital Management System, . Online Shopping, Nukari.com website, Matrimonial website

Course Number	Course Name	Credits	
503	C# Programming	3 Credits	

Course Objectives

- Learn the fundamentals of C# programming in Visual Studio.
- To Use .Net Framework
- To Handle Exceptions in C#
- To implement Object oriented technology in C#
- To operate with Arrays
- To use Class Designer and Object Test Bench tools.

Expected Outcome :

This COURSE focuses on building applications with a graphical user interface (GUI) for the Microsoft Windows operating system although GUI interfaces on other operating systems, and on the Web Topics include: event-driven programming, Win32 API, dialog boxes and standard GUI controls, dynamic link libraries, .NET Framework. The C# programming languages will be used to build applications.

Reference Books:

- The Complete Visual C# Programmer's Guide
- A Programmer's Introduction to C# 2.0, Third Edition
- 3. C# and the .NET Platform, Second Edition

Course Plan

UNIT	Contents
1	**The .net Framework:** Introduction, common language runtime, common type system, common language specification, the base class library, the .net class library, Intermediate language, Just in time compilation, garbage collection, assemblies, web services, COM, localization
2	**Introduction to C # :** Evaluation of C#, characteristics of C#, application of C#,difference between C++ and C#, difference between Java and C#.Introduction to C# environment : The .NET strategy, the origins of the .NET technology, the .NET framework, the common language runtime, framework base classes, user and programs interface, visual studio .NET, .NET languages, benefits of the .NET approach, C# and .NET. Data types, identifiers, variables, constants, C# statements, OOPs concept,array and strings, operators, control statements, type conversions, Mathematical functions.
3	**Classes and Objects :** Basic principles of OOP's, class, objects, constructors, static members, static constructors, private constructors, copy constructors, destructors, member initialization, the this reference, nesting of classes, constant members, read only members, properties, indexers.Inheritance and polymorphism : overloading, inheritance, overriding, interfaces
4	**Visual studio IDE features, introduction to Window forms, components, control:** textbox, label, linklabel, status bar, checkedlistbox, combobox, listbox, listview,

	radiobutton, button, panel, groupbox, dialog box, menu control, properties, methods, events of controls.
5	**ADO.net:** the component model, creating database connection, database command, data repeater, connecting to data sources, choosing a .net data provider, manage a connection, building command objects, executing commands, building datasets and datatables, data adapter
6	**Managing Console I/O operations :** Console class, console input, console output, formatted output, numeric formatting, standard numeric format, custom numeric format. Managing Errors and Exceptions : Types of errors, exceptions, syntax of exception handling code, multiple catch statement, the exception hierarchy, general catch handler, using final statement, nested try blocks, throwing our own exceptions, checked and unchecked operators, using exceptions for debugging.

Course Number	Course Name	Credits	
504	Graph Theory	3 Credits	

Course Objective :

The aims of this Graph theory is a delightful playground for the exploration of proof techniques in discrete mathematics and its results have applications in many areas of the computing ,social and natural science

Expected Outcome :

At the end of the course student should be able to:

- Use graphs as models in a variety of areas.
- Formulate several real world problems in mathematical terms

References (Books, Websites etc) :

Introduction to Graph theory - PHI by Douglas B.West

Discrete Mathematics and its Applications Edition 6th - Tata McGraw Hill by Kenneth H. Rosen

Suggested MOOC :

NPTEL

Course Plan

Unit	Contents
1	**Fundamental Concepts** : Definition, Graph Models, Sub Graph, Decomposition and special Graphs, Connection in Graphs, Bipartite Graph, Degree, Directed Graph, Undirected Graph, weighted graph, Regular Graph, dual graph, Representing Graph in computer memory, **Examples**
2	**Connectivity**: Walk, paths, trail, circuits, Connected Graph, Bridge, Isomorphism, Eulerian Circuits, Euler's path, Euler graph, Hamiltonian Graph and Graph Algorithm, Konigsberge Bridge problem, shortest path problems, city route,puzzle problem, Seating arrangement problem, Travelling salesman problem, **Examples**
3	**Algorithms** : Fleury's algorithm, Warshall's algorithm, Floyde's algorithm, Dijkstra's algorithm, Depth-First Search/ Breadth First search in Directed Graph, **Examples**
4	**Coloring of Graphs and planarity**: Vertex Coloring and upper bonds, Graph with Large Chromatic Number, 4 color theorem,Applications of graph coloring, Planar Graph, Euler's Formula, Homomorphism, Theorems, **Examples**
5	**Trees and Distance**: Concept of Trees, Definition and properties of Trees, Application of Trees, Trees as Models, Game Trees, Tree Traversal, Infix and Postfix notation of arithmetic expression, Binary Trees and its Properties, Binary Search Trees, Spanning Tree, Minimum spanning Tree, Depth First search, Breadth –First search, Back tracking applications, Kruskal algorithm, Prims algorithm, Huffman's algorithm **Excercises**
6	**Matchings** : Matching, Hall's Condition, MinMax Theorem, covers, Maximum Bipartite Matching, Weighted Bipartite Matching, Maximum Networks Flow, Examples

Course Number	Course Name	Credits	
506	Lab on Internet Technology and C# Programming	3 Credits	

Course Objective :

- To teach the basic internet concepts and train them to develop internet applications.
- An overview of the HTML5 specification
- Practical knowledge to implement new HTML5 elements and attributes.
- Overview of Javascript
- Learn the fundamentals of C# programming in Visual Studio.
- To Use .Net Framework
- To Handle Exceptions in C#
- To implement Object oriented technology in C#
- To operate with Arrays
- To use Class Designer and Object Test Bench tools.

Expected Outcome :

- Describe and use client-side technologies of the World Wide Web: HTML5, CSS3, Javascript.
- To implement different constructs and programming techniques provided by Java Script.
- This COURSE focuses on building applications with a graphical user interface (GUI) for the Microsoft Windows operating system although GUI interfaces on other operating systems, and on the Web Topics include: event-driven programming, Win32 API, dialog boxes and standard GUI controls, dynamic link libraries, .NET Framework. The C# programming languages will be used to build applications.

References :

- Web Enabled Commercial Application Development using HTML, DHTML, JavaScript, Perl CGL –Bayross Ivan
- Internet Technology at work Hofstetterfred
- Web Design Technology-D.P. Nagpal- S. Chand Technical, JavaScript Bible
- The Complete Visual C# Programmer's Guide
- A Programmer's Introduction to C# 2.0, Third Edition
- 3. C# and the .NET Platform, Second Edition

Suggested MOOC :

Swayam

Course Plan

Unit	Contents
Internet Technology:	
Design A webpage which have student's biodata with proper formatting and having student name as title.	
Design a form using HTML that accepts information about your qualification, extra curricular activities, achievements, skill sets, hobbies, and expectation for a particular job.	
Design a website for a class which shows student's list linked with their biodata pages	

Design a website for PNG jewelers, having images of different types of jewelries which are linked with the pages giving details about the items.

Design a Style sheet to give following effects
The first leter of the paragraph should have 150% font size
The first line of the paragraph should have purple as background color and white as the fore color.

Design a website for the college which lists all the faculties(ordered lists), courses (definition lists) every course explains details (fees, duration, intake capacity) as unordered list.

Design a website for Samsung products using frames having design as-

<logo>	<title>	
<Links to various products>	<images of products>	<form to purchase the product>

Design a website for a college showing features of the university, college and list of different courses running in the institute. Course names have links with the pages having details of the courses having similar design using stylesheets.

Design a CSS(inline) that displays the regular text at the center with green as background color and white as fore color and should be bold, using class

Design a web page to display the following output

- List of subjects
  - Semester III
    - C++
    - Dot.Net
  - Semester IV
    - Java
    - Industrial Projects

<u>Internet Programming</u>

a. HTML
b. VBScript
c. Java Script
d. DHTML

Design a webpage which accepts users information with validations(name, std code(should not exceed 4 digits),landline number(no. of digits should be between 5 to 7), mobile number(exactly 10 digits),email(should have @ and .))

Write a HTML code to display timetable of your class.

Write a HTML code to display the mark sheet of entered seat number

Write an HTML code to accept the students's
Design a website which accepts a number from user and performs the selected operation(even/odd, prime/not prime, positive/negative)
Design a webpage which provides calculator facilities.
Design webpage which accepts no of lines and prints it in the form of triangular shaped pyramid.
Write JavaScript to display table of numbers 2-10 (use form and form elements)
Write a JavaScript code which contains "show" button. When user clicks on show button, first 10 terms of Fibonacci series will be displayed in text box on another HTML page. This page contains button "back". With this button user can come back to original page.
Create a from having textboxes, radio button and check boxes and reset button. On clicking the reset button the entire form should be reset.
Design a webpage for a restaurant which accepts online order from user and shows the calculated total amount.
Accept login name and password from user and display biodata of the corresponding user.
Design a page for a user to create his login by accepting desired login name, password and confirm the password.
Accept data of a student wants to appear for entrance(name, marks at matriculation, higher secondary and graduation). Ask student to select the course he want to take admission. If the student scores above 55 at matriculation, above 60 at higher secondary and graduation then he is eligible for any course. If he has science degree or maths at 11th and 12th then only he is eligible for MCA.Design the form accordingly. Give the according message.
Design a webpage to conduct aptitude for maths. The test is objective, each question having 4 options. Let the students select the option. For every correct option he scores 2 marks and for every wrong answer he loose 1 mark. Calculate & show score of a student.
Design the registration form for a Web site and when the user clicks on Submit button the login form should be appeared on screen.
Create a purchase order form using Javascript.
Create a Java script code with show button. User click on show button, all string functions should be implemented.
Write JAVA script that finds occurrence of letter "m" in the string entered by user in textbox and replace it with "a" and write string to page.
Develop HTML form to accept mathematical expression in one textbox and display its result in another textbox after clicking on button showing mathematical operations.

C#	
SET-I	Basic Console Applications
	• Write a C# Program to design simple calculator • Write a C# Program to Check whether the Entered Number is Even or Odd. • Write a C# Program to Swap 2 Numbers • Write a C# Program to Get a Number and Display the Sum of the Digits • Write a C# Program to Get a Number and Display the Number with its Reverse • Write a Program in C# to demonstrate Command line arguments processing • Write a Program in C# to demonstrate boxing and Unboxing.
SET-II	Date and Time
	• Write a C# Program to Display the Date in Various Formats • Write a C# Program to Check Whether the Entered Year is a Leap Year or Not • Write a C# Program to find difference between Two Dates
SET-III	Classes
	• Write a program to demonstrate abstract class and abstract methods in C#. • Find the sum of all the elements present in a jagged array of 3 inner arrays. • Write a program to demonstrate Operator overloading. • Demonstrate arrays of interface types (for runtime polymorphism) with a C# program.
SET-IV	• Consider the Database STUDENT consisting of following tables: Course (C_ID: int, C_Name: string) • Student (RollNo:int, S_ Name: string, Address: string, C_ID: int, Admissiyear: int) Develop suitable windows application using C#.NET having following options: 1. Entering new course details. 2. Entering new student details. 3. Display the details of students (in a Grid) who belong to a particular course. 4. Display the details of the students who have taken admission in a particular year • write a program in C# to demonstrate error handling.

Course Number	Course Name	Credits	
507	Minor Project II	1	

Course Objective :

Student has to complete a Minor project work under the guidance of the faculty member in the institute. Students has to develop any software using Java in a group of 2 to 3. Each team has to give 4 minimum PPT presentation to the Project Guide during the semester. Final project viva will be conducted as per University Time Table.

Learning Outcome:

- Acquire strong fundamental knowledge in fundamentals of computer science and software engineering to begin in practice as a software engineer.
- Analyze, plan, design, and implement computer systems.
- Design applicable solutions in one or more application domains using software engineering approaches that integrate ethical, social, legal and economic concerns.
- Apply new software models, techniques and technologies to bring out innovative and novelistic solutions

Course Number	Course Name	Credits	
508	Social Media Management	1 Credit	

Course Objective:
This Course Teaches student to use social media strategically to create value for a client or organization.

Expected Outcome :

- Students will learn by doing assignments focusing on social media, post writing and publishing, management and measurement tools, a social media audit, editorial calendar and crises management.
- Students will master the skills necessary to become successful social media managers.

Reference Books :

- Guy Kawasaki & Peg Fitzpatrick, "The art of social media: power tips for power users
- Social media marketing all in one for dummies, Jan Zimmerman & Deborah N
- Social media explained by Mark W. Schaefer

Online resources

http://www.gov.pe.ca/photos/original/IPEI_ebiz_smmkt.pdf

https://www.coursehero.com/file/10513028/Media-Management-Notes/

MOOCs:
Swayam

Course Plan

Unit	Contents
1	**Introduction To Social Media:** Introduction to Social Media, importance of social Media, History and evolution of Social Media, Managing Information, Aggregators. Facebook, Twitter, Instagram, LinkedIn, Youtube, Blogs.
2	**Using Social Media:** Strategy Plan for Social Media Management, Touchpoint, Analysis Scheduling, Creating Content, Managing Content programmes, Planning Worksheet, Social media campaign.
3	**Evaluating Social Media:** • Evaluation of Social Media Platforms • Tools to manage and measure performance of social media content and campaigns Handling critical issues in social media management and legal aspects of social media.

4	**Setting-up own professional site** Content management, design, connectivity with social media
	Assignments: 1. Explain atleast one social media management tool in detail. 2. Describe social media analytics tool in bried with example. 3. Detailed social media campmaign: The campaign can be any example presented in social media for Lead Generation. Describe the objectives for campaign, outline the tools, preapare budget for campaign. 4. Budget for social media plan: Based on the understanding of your client, prepare a budget for social media management. Include the individual cost of your tactis, your proposed social media campaign and social media tools. Include the total cost as a bottom line of your budget. Include the ROI of your plan and why that budget should be allocated to social media. List different types of content to be used in creating brand by using social media campaigns. Describe merits and demerits of each type of content used in social media.

Course Number	Course Name	Credits	
508	Road Safety Management	1 Credit	

Course Objective:

The vehicle population in India is growing at an exponential rate. This phenomenon is bringing in its wake a host of health related, environmental, safety and behavioral problems in the society. The problem is compounded due to absence of effective means of mass transportation system in most big cities in India.

Reference Books :

- Pratibha Shastri Ranade , Road Safety Management, ICFAI University
- Vijay Vinayak Revankar, Road Safety – Vimleshwar Automobile Industry and Road Safety Community Forum

MOOCs:

Alison

Course Plan

Unit	Contents
1	**Introduction to Road Safety Management:** Importance and need of road safety management.
2	**Management of Traffic and Traffic Rules:** Use of traffic signals, signs by hand, knowledge/applications of automatic signals, parking rules, driving around, Traffic islands ,traffic joints, subways and flyovers. Signs of roads: meaning of yellow, green and red lights, zebra crossings, bus stops, use of road by physically disadvantaged persons, elderly persons, women and children, special right of way for ambulance, firefighting vehicles, school bus and V.I.P vehicles.
3	**Management of Road Mishaps and Accidents:** First aid to accident victims- First aid techniques, co-ordination with hospitals and other health centres for emergency treatment of accident victims, role of Insurance companies in providing relief to accidents victims, Management of Ambulance Services, Importance of voluntary blood donation in saving accident victims,Rehabilitation of persons affected by accidents. Qualities of a good Driver: Good health, tolerance, responsibility, knowledge of rules and laws, self confidence, politeness, familiarity with the vehicle and its maintenance requirements, self discipline.

Course Number	Course Name	Credits	
508	Event Management	1 Credit	

Course Objective:
The basic purpose and spirit of this course is to expose the students to hands- on experience of event management.

Expected Outcome :
The students are oriented to event management in order to strengthen their skills of planning, organizing and other such management functional skills.

Reference Books :

- S. R. Singh, Event Management, HPH.
- Alex Genadelik, Event Planning: Management & Marketing For Successful Events: Become an event planning pro & create a successful event series

Online Resources:
https://blog.komodoplatform.com/notes-on-social-media-and-community-management-for-blockchain-cryptocurrency-and-ico-projects-4d0f328bdfb3

MOOCs:
Alison

Course Plan

Unit	Contents
1	**Introduction to Event Management:** The concept of event. need and importance of events.
2	**Types of Events :** Different types of event in Corporates, Social Programmes and Private Programmes. Following units are entirely based on practice part of the event management
3	**Assessment of Events :** Post event assessment of any 05 programmes A student or a group of 03 students shall be assigned the event which has taken place in near past at any place and they shall make an inquiry into its success and effectiveness by rating them on the basis of appropriate parameters and shall submit the assignment to the respective teacher . Preparation of Learning Value report : A student shall prepare a report on what he learnt from the events and submit it to the concerned teacher. The report shall include mainly the description of occasion, the person involved and what guiding principles they have received from them.

SEMESTER VI

Course Number	Course Name	Credits	
601	Data Warehousing And Data Mining	3 Credits	

Course Objective :

- To introduce the basic concepts of Data Warehouse and Data Mining techniques.
- Examine the types of the data to be mined and apply preprocessing methods on raw data.
- Discover interesting patterns, analyse and estimate the accuracy of the algorithms.

Expected Outcome : At the end of this course, student should be able to understand

- Process raw data to make it suitable for various data mining algorithms.
- Discover and measure interesting patterns from different kinds of databases.
- Apply the techniques of clustering, classification, association finding, feature selection and visualization to real world data.

References (Books, Websites etc) :

- Jiawei Han and Micheline Kamber , "Data Mining Concepts and Techniques" ELSEVIER
- M.Humphires, M.Hawkins, M.Dy,"Data Warehousing: Architecture and Implementation", Pearson Education
- Kargupta, Joshi., "Data Mining: Next Generation Challenges and Future Directions", Prentice Hall of India

Suggested MOOC:

Please refer these websites for MOOCS:
NPTEL / Swayam
www. edx.com
www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to Data warehousing:** Data Warehousing, Difference between operational database system and data warehouse, Data Warehouse Users, Benefits of Data Warehousing, Metadata, Classification of Metadata, and Importance of Metadata. Data Marts, Reasons for creating Data Marts, Building Data Marts: Top down Approach & Bottom up Approach, Data Warehouse Architecture, Two Tier Architecture, Three Tier Architecture. Data Warehouse Schema, Star, Snow Flake & Fact Constellation

	Schema. OLAP, Need for OLAP, OLAP Operations, OLAP Models.
2	**Data Preprocessing:** Need, Objectives and Techniques, Descriptive data summarization, Data Cleaning, Data Integration, Data Transformation, Data Reduction.
3	**Introduction to Data Mining:** Introduction, Need for Data Mining, KDD Process, Data Mining Architecture, Data Mining Functionalities, Data Mining Task Primitives, Integration of a Data Mining System with a Database or Data Warehouse System
4	**Mining Frequent Items and Associations:** Frequent Item Set, Closed Item Set, Association Rule Mining, Market Basket Analysis, Classification of Association Rules, Apriori Algorithm
5	**Classification and Prediction:** Classification & Prediction, Issues regarding classification & Prediction, Comparing Classification Methods, Classification by Decision Tree Induction
6	**Clustering:** Introduction, Cluster Analysis, Need, Categorization of Major clustering methods. Types of Data in Cluster Analysis, Partitioning Methods: K-Means Method, K-Mediods Method, Applications of data mining in various sectors

Course Number	Course Name	Credits	
602	Web Programming	3 Credits	

Course Objective :

To make students able to design, develop the various types of web based applications.

Expected Outcome :

By using JavaScript, PHP and My SQL, at the end of the course student should be able to :

- Design web pages
- Knowledge about different types of web sites
- Navigation amongst web pages
- Knowledge about presenting information on web interfaces

References (Books, Websites etc) :

- PHP and MySQL Web Development by Welling Thomson Fourth Edition, Pearson publication
- Teach Yourself PHP, MySQL and Apache by Julie C. Meloni Pearson publication

Suggested MOOC :

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents
1	**Introduction To PHP:** Installing and configuring PHP, Building blocks of PHP:PHP tags, variables, data types, operators, expressions, constants, Control Structures: conditional statements, loops, switch statement
2	**Working With Functions And Arrays:** Working with functions: What is a function? Function declaration and definition, Calling function, user defined functions, variable scope, working with arrays: Creating, sorting and reordering arrays, PHP classes.
3	**String Manipulation:** Working with strings, dates and time: Formatting, investigating and manipulating strings with PHP, using date and time functions in PHP, working with forms: Creating a simple input form. File Handling: Saving data, storing and retrieving Bob's order, processing files,

	opening file, writing to a file, closing a file, reading from a file, uses other useful file functions.
4	**Working With Cookies And Sessions :** Working with cookies: Introducing cookies, setting and deleting cookies with PHP Working with session: starting a session, working with session variables, passing session IDs in the query string, destroying sessions and unsetting variables, using sessions
5	**MYSQL :** Creating web database: Using MySQL monitor, logging into MySQL, creating databases and users, setting users and privileges, column data types Working with MySQL database: Inserting data into database, retrieving data from the database, retrieving data with specific criteria, retrieving data from multiple tables, retrieving data in particular order, grouping and aggregate data, using sub queries, updating records, deleting records from databases, dropping table and database.
6	**Accessing MYSQL Database From Web With PHP :** Web database architecture, Querying database from the web: checking and filtering input data, setting up connection, Choosing database to use, querying database, retrieving the query result, disconnecting from the database.

Course Number	Course Name	Credits	
603	Software Project Management	3 Credits	

Course Objective :

To provide basic project management skills with a strong emphasis on issues and problems associated with delivering successful IT projects. The course is designed to provide an understanding of the particular issues encountered in handling IT projects and to offer students methods, techniques and 'hands-on' experience in dealing with them.

Expected Outcome :

At the end of this course, student should be able to understand

- Understand and practice the process of project management and its application in delivering successful IT projects;
- Evaluate a project to develop the scope of work, provide accurate cost estimates and to plan the various activities;
- Identify the resources required for a project and to produce a work plan and resource schedule.

References (Books, Websites etc) :

- Information Technology Project Management: Kathy schwalbe, International student edition, THOMSON course Technology, 2003.
- B)Software project management : Bob Hughes and Mike Cottrell, Third edition, Tata McGraw-Hill
- Microsoft office Project 2003 Bible: Elaine Marmel, Wiley publishing Inc.
- **Software Requirement:** Microsoft project Tool.

Suggested MOOC:

Please refer these websites for MOOCS:
NPTEL / Swayam
www. edx.com
www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to project management:** Project, project management, Importance, characteristics of project how software projects are diff. than other projects, Problems with software projects, Phases:

	Initiation phase, planning phase, execution phase, monitoring and controlling phase, and closing phase. All parties involved in project, Role of Project Manager, Project management framework, Software tool for project management
2	**Project planning:** Integration management: What is integration management, plan development and execution, What is scope management, methods for selecting project, scope statement, Work Breakdown Structure, main steps in Project planning: identify project scope and objective, identify project infrastructure, analyze project characteristics, identify project products and activities, estimate effort for each activity, identify risk activity, allocate resources, review plan, execute plan. Use of software (Microsoft Project) to assist in project planning activities.
3	**Project scheduling:** Time management: importance of Project schedules, schedules and activities, sequencing and scheduling activities, Network Planning models, duration estimation and schedule development, Critical path analysis, PERT, Use of software(Microsoft project) to assist in project scheduling.
4	**Project cost management:** Importance and principles of project cost management, Resource planning, Attributes to be considered in cost estimation, factors affecting the cost, various costs involved in it. Traditional method: Estimation by analogy, Expert judgment, Parkinson, price to win, top down, bottom up. COCOMO Model, Function point analysis, Function point analysis, Cost control, Use of software(Microsoft project) to assist in cost management.
5	**Project quality management:** Quality of information technology project, Stages of software quality management, PMBOK, Quality standards, Tools and techniques for quality control.
6	**Project risk management:** The importance, Top risk in projects, Common sources of risk in IT projects, elements in risk mgt., Risk identification, Risk quantification, Risk response development and control, using software to assist in project risk management.

Course Number	Course Name	Credits	
604	Business Analytics	3 Credits	

Course Objective :

- To gain an understanding of how decision makers use business analytics to formulate and solve business problems and to support Information System based decision making.
- To become familiar with the processes needed to develop, report, and analyze business data

Expected Outcome : At the end of this course, student should be able to understand

- Identify and prioritize information & data modelling.
- Identify and prioritize threats to information assets.
- Define an Geographical information system.
- Understand various types of Analytics and its significance.
- Understand text & web mining
- Applications of business analytics

References (Books, Websites etc) :

1. Efraim Turban, Ramesh Sharda : Decision Support and Business Intelligence systems : PHI 8th Edition

Suggested MOOC :
NPTEL, SWYAM

Course Plan

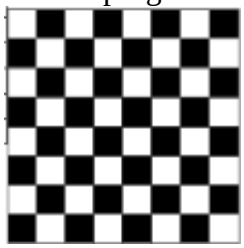
Unit	Contents
1	**Business Analytics & Data Visualization:** Business Analytics (BA), Overview of Areas where Business Analytics is applied, OLAP, Reports & Queries, Multidimensionality, Advanced Business Analytics, Data Visualization, Geographical Information system, Real time Business Intelligence Automated Decision support, and Competitive Intelligence, BA & Web, Usage benefits & success
2	**Visualization and Data Issues:** Organization of Source of Data, Importance of Data Quality, Dealing with Missing or incomplete data, data classification, Introduction to Data Mining, Data mining process, data mining tools XL MINER.
3	**Data, Text & Web Mining :** Data Mining concepts & applications, Data Mining Techniques & Tools, Data Mining Project Processes, Text Mining, Web Mining
4	**Applications of Business Analytics :** Risk - Fraud Detection and Prediction, Recovery Management, Loss Risk Forecasting, Risk Profiling, Portfolio Stress Testing, Market share estimation and Sensitivity Analysis
5	Loyalty Analytics, Customer Life Time Value, Propensity Analytics, Churn Analytics, Customer Analytics Customer Segmentation, Cross- Sell or Up sell Models
6	Recruitment Analytics, Compensation Analytics, Talent Analytics, Training Analytics, Human Resource Retention Analytics, Workforce Analytics Project Work

Course Number	Course Name	Credits	
606	Lab on Web Programming	1 Credits	

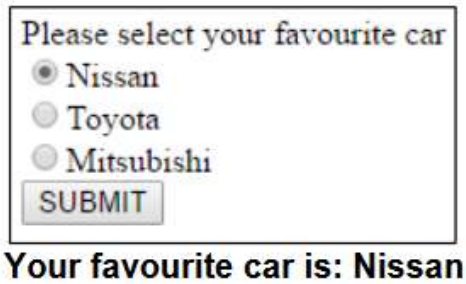
1. Write a Program for finding the biggest number in an array without using any array functions.
2. Write a program to square of a number.
3. Write a program to print Factorial of any number.
4. Write a program in PHP to print Fibonacci series.
5. Write a program to find whether a number is Armstrong or not.
6. Write a program to find HCF of two numbers
7. Write a program to demonstrate four built in functions.
8. Program to print the below format

```
* * * * * * * * * * * * * *
* * * * * * * * * * * * *
* * * * * * * * * * *
* * * * * * * * *
* * * * * * *
* * * * *
* * *
*
```

9. Write a program to make a chess:



10. Create the following form and based on the user selection print a message in the format given below:



11. Write a PHP script to accept personal details of student (rno, name, class) on first page. On second page accept marks of six subjects (out of100). On third page print marklist (rno, name, class, marks, total, percentage)
12. Write a PHP file that will output a form containing 2 fields: username and password. Upon submission of the form, the code should check against the database to see whether the username-password pair was correct. If so, display a welcome message. If not,

display the message “Invalid username or password” followed by the same login form.

13. Write a PHP file that can be added to other PHP files using the include or require functions. This file should:

a. Make a connection to a MySQL database, and log in with valid credentials. The connection resource should be stored in a variable with an appropriate name.
b. Create a database TEST if it does not exist.
c. Select the TEST database.
d. Create a table USER exerciseusers if it does not exist with the following fields:
    i. USERNAME VARCHAR(100) , PASSWORD_HASH CHAR(40), PHONE VARCHAR(10)
e. The USERNAME field should be designated as UNIQUE.
f. If any of these operations cause an error, stopexecution and print the error message

14. Design a web page that accepts inputs(username and password) and authenticate the username and password from a given database using PHP.

Note : Similar experiments can be designed.

Course Number	Course Name	Credits	
607	Major Project	1	

Course Objective :

Student has to complete a Major project work under the guidance of the faculty member in the institute. Students has to develop any software using Web Development / Dot Net Framework in a group of 2 to 3. Each team has to give 4 minimum PPT presentation to the Project Guide during the semester. Final project viva will be conducted as per University Time Table.

Learning Outcome:

- Acquire strong fundamental knowledge in fundamentals of computer science and software engineering to begin in practice as a software engineer.
- Analyze, plan, design, and implement computer systems.
- Design applicable solutions in one or more application domains using software engineering approaches that integrate ethical, social, legal and economic concerns.
- Apply new software models, techniques and technologies to bring out innovative and novelistic solutions

Course Number	Course Name	Credits	
608	Business Ethics	1 Credit	

Course Objective:
The objective of this paper is to make the students more clear about the importance of ethics in business and practices of good corporate governance. It also talks about the corporate social responsibility

Expected Outcome :
This course exposes the student to the issues of values and ethics in management so that decision making and decision execution are undertaken in a human manner, as this will add to the flexibility and dynamism of the corporate culture.
The course will take the student from managerial ethics to organizational ethics and business sustainability.

Reference Books :

- Management by Values; Chakraborty S.K.; OxfordUniversity Press, Kolkata 2005.
- Professional Ethics by R. Subramanian, Second Edition, OXFORD
- Theory and Practice of Managerial Ethics; Jayashree S. Sadri S. and Dastoor D.S.; Jaico , Mumbai.
- New Mantras in Corporate Corridors, Sharma Subash New age International Publishers, New Delhi 2007.
- Business Ethics and Corporate Governance (towards excellence and sustainability); Sadri S., Jayashree. Himalaya Publishing Co. Mumbai 2011.
- Managing from the Heart: Unfolding spirit in people and organization; Wakalu, Arun: Response Books, New Delhi
- Manuel G Velasquez : Business ethics- concepts and cases Pearson.
- Bhanumurthy K V: Ethics and Social Responsibility of Business, Pearson Education India.

Online Resources:
https://managementhelp.org/businessethics/index.htm\

MOOCs:
https://www.edx.org/learn/business-ethics

Course Plan

Unit	Contents
1	Ethics – Meaning, and Nature of Ethics. Types of Ethics, Importance of Ethics. Business Ethics : Meaning, Nature and Importance of ethics in business, meaning of corporate social responsibility, Relation between corporate responsibility & Business Ethics.
2	Concept of Morals, Values, Beliefs; Moral issues in business, Spirituality and Ethics; Influence of Major religions on ethics: Hinduism, Islam, Christianity, Buddhism, Sikhism, and Zoroastrianism. Influence of spirituality on ethics.
3	Relationship between Business, Business Ethics & Business Development, Role of Business ethics in building a good society. Case Studies on Business Ethics

Course Number	Course Name	Credits	
608	Basics of Hospitality Management	1 Credit	

Course Objective:

- Recognize scope and career in the hospitality industry.
- 2. Identify the major segments and specialization of the industry and their operations.

Reference Books :

- Introduction to Hospitality Management, John R. Walker ,Pearson
- Food and Beverage Service, D.R. Lillicrap,John A. Cousins & Suzanne Weekes, Book Power.
- Food and Beverage Management, Bernard Davis , Sally Stone, Butterworth Heineman Ltd.
- Hotel House Keeping and Management, Raghubalan, Oxford University Press.
- Managing Front Office Operations, Michael Kasavanna, Richard Brooks , Charles Steadmon, AH&LA.

Online Resources:

www/youtube.com

MOOCs:

https://www.ifitt.org/hospitality-and-tourismmoocs/

Course Plan

Unit	Contents
1	**Introduction to the Hospitality Industry:** a. History and scope of the hospitality industry. b. Economic impact of the hospitality and tourism industries. c. Careers in the industry. d. Link between hospitality and travel and tourism. e. Major segments and specialization of the industry. f. medical tourism
2	**Recreation/Travel and Tourism:** a. Operation of recreational facilities such as resorts, spas, theme parks, and clubs. b. Meetings, conventions, exhibitions, banquets, and other events. c. Travel agencies and concierge desks. d. Gaming entertainment industry.
3	**Operations:** a. Leadership and management in the industry. b. Hospitality marketing. c. Human resources and risk management and safety procedures.

Course Number	Course Name	L-T-P- Credits	
608	Aptitude	1Credit	

Objectives:

The objective of this paper is to increase the capabilities of the student required by the industry. As per the need of the industry, the students will be trained in the latest Mathematical, Statistical,Logical, Vebal Ability, Current Trends in IT etc by the industry experts.

Expected Outcomes:

Students will be able to:

- apply general mathematical models to solve a variety of problems
- solve problems and correctly arrive at meaningful conclusions regarding their answers
- manipulate equations and formulas in order to solve for the desired variable
- interpret given information correctly, determine which mathematical model best describes the data, and apply the model correctly.
- Students will be able to apply quantitative reasoning and mathematical analysis methodologies to understand and solve problems.

ELECTIVES:

Elective Group: (I) Information Security

Course Number	**Course Name**	**Credits**	
505-1-A	Information Security Concepts	2	

Course Objective:
Introduce the learner to concepts involved in Information Security domain

Expected Outcome :
Theoretical understanding of Information Security Concepts

References (Books, Websites etc) :
CEH Study Guide - Sybex

Suggested MOOC :
SWAYAM

Syllabus

Unit	Contents
1	**Information Security Concepts:** Confidentiality, Integrity and Availability of Information, Identification, Authentication and Authorization, Security Principles and Models
2	**Physical Security:** Facility Requirement, Perimeter Security, Fire Protection, Fire Suppression, Power Protection, General Environmental Protection, Equipment Failure Protection
3	**Network Security:** Secure Network design, Firewalls, WLAN Security, VPNs, Types and Sources of Network Threats
4	**Operating System Security:** Windows, Linux/UNIX
5	**Database Security:** MS SQL
6	**Web Application Security:** Web Application Vulnerabilities, Secure Coding Techniques, Continuous Security Testing and Assessments
7	**Compliance Standards :** IT Act, ISO 27001, ITIL Framework

Elective Group (I) Information Security

Course Number	Course Name	Credits	
605-1-B	Information Security Administration	2	

Course Objective:
Introduce the learner to concepts involving security administration

Expected Outcome :
Practical understanding of setting, managing and securing Information Systems

References (Books, Websites etc) :
Red Hat Linux Bible: Fedora and Enterprise Edition - by Christopher Negus

Suggested MOOC :
SWAYAM

Syllabus

Unit	Contents
1	**Setup a Client:** Introduction to client-side devices, Setup, Manage and Secure a Desktop PC Setup, Manage and Secure a Mobile Device
2	**Setup a LAN:** Introduction to LAN devices, Simulate a LAN, Setup, Manage and Secure a Local Area Network
3	**Connect a LAN to the Internet:** Introduction to WAN devices, Setup, Manage and Secure a Connection to the Internet
4	**Share an Internet Connection across a LAN:** Introduction to Internet Connection sharing, Introduction to NAT and PAT Setup, Manage and Secure a Proxy Server
5	**Share resources over a LAN:** Setup, Manage and Secure a Print Server, Setup, Manage and Secure a File server
6	**Host a Website:** Introduction to website hosting, Setup, Manage and Secure a Web Server
7	**Setup support servers:** Setup, Manage and Secure a Mail Server, Setup, Manage and Secure a FTP Server, Setup, Manage and Secure a Boot Server, Setup, Manage and Secure a DNS Server

Elective Group II- Big Data

Course Number	Course Name	Credits	
505-2-A	Introduction to Big Data	2	

Course Objective :
To introduce learner with Big Data Concept, decision making by doing analysis on the data and managing the data using Big Data Tools like Apache Hadoop, Pig and Hive. What are the problems of Big Data and how it can be solved by different tools.

Pre-requisites: Preliminary knowledge of computer, Data Mining, Data Warehousing Concepts.

Expected Outcome :

- Good knowledge of Big Data Concepts
- Knowledge of Decision making using analysis on the Big Data
- Introduction to Big data Tools like Hadoop and Weka.

Reference Books :
1. Big Data- Understanding How Big Data Power Big Business –By Bill Schmarzo
2. Edureka lectures **Link:-** https://www.youtube.com/watch?v=A02SRdyoshM

Course Plan

Unit	Contents
1	**Introduction:** Big Data History, The Big Data Business Opportunity- Business Transformation Imperative, Big Data Business Model, Business Impact of Big Data
2	**Big Data In Organization:** Data Analytics Lifecycle, **Data Scientist Roles and Responsibilities** – Discovery, Data Preparation, Model Planning, Model Building, Communicate Results, Operationalize, New Organizational Roles, Liberating Organizational Creativity.
3	**Decision Theory And Strategy:** Business Intelligence Challenge, Big Data User Interface Ramifications, Human Challenge of Decision Making, **Strategy for Decision Making**- Big Data Strategy Document, Case Study.
4	**Value Creation Process:** Understanding Big Data Value Creation, Value Creation Drivers, **Michael Porter's Value Creation Models**- Michael Porter's Five Forces Analysis, Michael Porter's Value Chain Analysis, Case Study.
5	**Big Data User Experience:** The Unintelligent User Experience, Understanding the Key Decisions to Build a Relevant User Experience, Using Big Data Analytics to Improve Customer Engagement, Uncovering and Leveraging Customer Insights, Big Data can Power a New Customer Experience.

6	**Big Data Use Cases:** **The Big Data Envisioning Process** –1. Research Business Intiatives, 2. Acquire and Analyze your Data, 3. Brainstorm New Ideas , 4. Prioritize Big Data Use Cases, 5. Document Next Steps, The Prioritization Process.
7	**Big Data Architecture:** New Big Data Architecture, **Introducing Big Data Technologies** – Apache Hadoop, MapReduce, R, WEKA etc.

Elective Group II Big Data

Course Number	Course Name	Credits	
605-2-B	HADOOP	2	

Course Objective :

To introduce learner with HADOOP Tool for Business Intelligence, decision making by doing analysis on the data using HADOOP Tool and also managing the Big Data using HADOOP.

Pre-requisites: Preliminary knowledge of computer, Big Data Analysis and Business Intelligence. Also students must know Core Java, C Programming and Data Structure Languages.

Expected Outcome :

- Good knowledge of HADOOP Tool.
- Knowledge of Decision making using HADOOP analysis on the Big Data
- Hands-on Big Data tools- Hadoop, Pig, Hive, HBase

Reference Books :

1. Big Data- Understanding How Big Data Power Big Business –By Bill Schmarzo
2. www.tutorialspoint.com

Course Plan

Unit	Contents
1	**BIG DATA Overview** : What is Big Data?, What Comes Under Big Data?, Benefits of Big Data, Big Data Technologies Operational vs. Analytical Systems, Big Data Challenges.
2	**Introduction To HADOOP**: Hadoop Architecture, MapReduce, Hadoop Distributed File System, How Does Hadoop Work?, Advantages of Hadoop.
3	**HDFS Overview:** Features of HDFS, HDFS Architecture, Starting HDFS, Listing Files in HDFS, Inserting Data into HDFS, Retrieving Data from HDFS, Shutting Down the HDFS.
4	**MAPREDUCE:** What is MapReduce?, The Algorithm for MapReduce, Inputs and Outputs (Java a Perspective), Analyze different use-cases where MapReduce is used, Differentiate between traditional way and MapReduce way.
5	**Introduction To Hadoop Features:** New Big Data Architecture, Introducing HADOOP Features – Apache Hive, Apache HBase, Pig.
6	**Multi Node Cluster:** Multi Node Cluster, Install Java, Creating User Account, Mapping the Nodes, Installing Hadoop, Configuring Hadoop, Start Hadoop Services, Adding New Data Node in the Hadoop Cluster, Removing New Data Node from the Hadoop Cluster.

7	**Environment Setup:** Pre-installation Setup, Installing Java Downloading Hadoop Hadoop Operation Modes Installing Hadoop in Standalone Mode Installing Hadoop in Pseudo Distributed Mode Verifying Hadoop Installation, Implement basic Hadoop commands on terminal.

Elective Group: (III) Information Systems

Course Number	Course Name	Credits	
505-3-A	E-Commerce	2	

Course Objective :

- To thoroughly understand the information technology for supporting E-commerce;
- To understand the necessary infrastructure and functional components to develop Ecommerce systems;
- To understand the design and application of E-commerce systems.

Expected Outcome :

Upon successful completion of the course students will be able to:

• Recognize the impact of Information and Communication technologies, especially of the Internet in business operations

• Recognize the fundamental principles of e-Business and e-Commerce

• Use tools and services of the internet in the development of a virtual e-commerce site

References :

- E-commerce - C.S.V. Murthy, Himalaya Publishing House
- E-commerce A Managerial Perspective - P.T. Joseph, Prentice Hall Of India
- Frontiers of Electronics Commerce - Kalakota and Whinston, Pearson Education

Suggested MOOC :

Swayam

Course Plan

Unit	Contents
1	**Introduction to E-Commerce:** Definition, E-commerce fundamentals, different types of E-commerce E-Commerce Infrastructure - The Internet and World Wide Web, Web system, Internet basics, Characteristics of Internet, Components of Internet – Uniform Resource Locators, Internet Protocol, Hypertext Transfer Protocol (HTTP), Internet Service Provider (ISP), Types of ISP, domain name, domain name types E-commerce vs Traditional Commerce, Networking Categories, Mobile Commerce
2	**Business Models for e-commerce:** Business-to-Consumer (B2C), Consumer-to-Consumer (C2C), Business-to-Business(B2B) **Electronic Data Interchange** Requirement of EDI, types of EDI, Advantages and Disadvantages of EDI
3	**E-commerce Payment System:** Limitations of traditional payment system, requirement of e-payment system, Internet payment systems - Credit card payment (e.g., SET protocol), E-cash, E-check, smart card, Electronic Funds Transfer, Digital Token Based E-Payment

	Systems, Modern Payment Systems, Steps for Electronic Payment, Payment Security, Net Banking
4	**Applications of E-Commerce:** E-commerce in banking, retailing, online publishing, online marketing, e-advertising, e-branding.
5	**E-commerce Security:** Security issues, Privacy issues, Computer Security, security threats, security tools, Denial-of-Service attacks, Viruses, Unauthorized access to a computer network, Vulnerability of Internet Sites requirements, malicious code, intruders, attacking methods, Cryptography- encryption and decryption, public key encryption, private key cryptography, message digest, digital signature, digital certificate, firewalls, SSL. Firewall – Packet filtering, Application gateways.
6	**Implementation of E-Commerce:** WWW.EBAY.COM - B2C Website – Registration, Growth of eBay, PayPal – New Trend in Making Payments Online, National Electronic Funds Transfer.

Elective Group: (III) Information Systems

Course Number	Course Name	Credits	
605-3-B	Knowledge Management	2	

Course Objective:

The objective of the course is to provide the basic skills of managing knowledge in organizations. Knowledge is an asset for retaining the competitive advantage of the organization. This course develops the capabilities of towards managing students to manage knowledge in organizations.

Pre-requisites:

Knowledge about Information System and MIS with Implementation of MIS

Expected Outcome :

After going through this course a student should be able to understand :

- Will be able to understand the concepts of Knowledge and knowledge management .
- Can be able to design and develop Knowledge management systems for Business applications .
- Implementation of KM to various areas of Interest in Business Organizations .

References (Books, Websites etc.):

1. Madhukar Shukla:Competing Through Knowledge-Building a learning Organisation(Responsce Books, New Delhi.
2. Tiwana, The Knowledge Management Toolkit: Practical Techniques for building a Knowledge Management Systmes, 2/e, Pearson Edu.
3. Honey Cutt : "Knowledge Management Strategies", PHI, New Delhi.
4. A wad, KM, Pearson Edn, 2007.
5. Barnes, Knowledge Management Systems, 1/e, Thomson 2006.
6. Ikudiro Nonka & Hirotaka Takeuchi, " The Knowledge – Creating Company", Oxford University Press, London.

Suggested MOOC:

Please refer these websites for MOOC's:

NPTEL / Swayam

www.edx.com

www.coursera.com

Syllabus

Unit	Contents
1	**Introduction:** Definition, Scope and Significance of Knowledge Management , Difficulties of Knowledge Management, Techniques of KM – Implementation of KM, Organizational knowledge, Characteristics and Components of Organizational Knowledge
2	**Drivers of knowledge Management:** Pillars of knowledge Management, KM framework , Supply Chain of KM , Formulation of KM strategy.

3	**Technology and KM:** Technology components of KM – IT & KM , Ecommerce and KM
4	**Total Quality Management and KM:** TQM and KM , Bench marking and KM.
5	**Implementation of KM:** Discussion on Roadblocks to success, Implementing a KM programme , Critical Success Factors in KM , Implementation of KM
6	**KM and Organizational Restructuring:** The Mystique of Learning, Organization:- Outcomes of learning, Learning and Change – Innovation, continuous Improvements, Corporate Transformation.
7	**Case studies in Knowledge Management** Knowledge management in Health Care, Knowledge Management in Human Resource Management

BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY, PUNE (INDIA)

(Established u/s 3 of the UGC Act, 1956 vide Notification No.F.9-15/95-U-3 of the Govt. of India)

*** Accredited 'A+' Grade (2017) By NAAC ***

*** 'Category -I' University Status by UGC ***

*** 'A' Grade University Status by MHRD Govt. of India ***

*** Ranked '63rd' by NIRF-2020 under University Category ***

"Social Transformation Through Dynamic Education"

SCHOOL OF DISTANCE EDUCATION

Recognized by University Grants Commission- Distance Education Bureau (UGC-DEB), New Delhi

PROGRAMME PROJECT REPORT (PPR)
OF
MASTER OF BUSINESS ADMINISTRATION (MBA)

BHARATI VIDYAPEETH DEEMED TO BE UNIVERSITY, PUNE
SCHOOL OF DISTANCE EDUCATION
Under: The Faculty of Management Studies
MASTER OF BUSINESS ADMINISTRATION (MBA)
(Choice Based Credit System)

1. INTRODUCTION

The Master of Business Administration (General) -SDE is an **Open and Distance Learning (ODL)** two-year program offered by Bharati Vidyapeeth(Deemed to be University), Pune and conducted at its Learner Support Centres in Pune, New Delhi, Karad, Kolhapur, Sangli, and Solapur. All the Learner Support Centres have experienced faculty members, excellent Laboratories, Library, and other modern facilities to provide proper learning environment to the students. This programme is very well received by the industry.

2. RATIONALE FOR SYLLABUS REVISION

The Vision and Mission statements of the MBA (General)- SDE program embodies the spirit of the mission of the University and vision of Hon'ble Dr. Patangraoji Kadam, the Founder of Bharati Vidyapeeth and Chancellor, Bharati Vidyapeeth(Deemed to be University), Pune , which is to usher in "Social Transformation Through Dynamic Education".

In view of the dynamic nature of the market, economy and evolving expectations of the stakeholders such as students, faculty members and industry in particular, the syllabus is revised periodically. Last revision was in the year 2018-19.

Over the past two years, feedback was received from various stakeholders and considering the changes that in the macro environment, a need was felt to revise the syllabus so as to suffice the requirements of the industry and society. This revised draft is the result of inputs received from the industry, academia, alumni and all stakeholders. This revised draft is the result of inputs received time to time from the industry, academia, alumni and all stakeholders.

3. VISION STATEMENT OF MBA PROGRAMME

To facilitate creation of Dynamic and Effective Business Professionals, Managers and Entrepreneurs who can transform corporate sector that caters to the needs of the society and contribute towards Nation building.

4. OBJECTIVES OF THE MBA PROGRAMME

At Bharati Vidyapeeth (Deemed to be University), Pune the objective of MBA (General) Program is to provide world class Business Education and develop dynamic managers, entrepreneurs and business leaders. The Program aims to enhance decision making capabilities of upcoming managers by imparting critical thinking and analytical abilities.

5. LEARNING OUTCOMES FROM THE MBA PROGRAMME

On the successful completion of this Program a student shall be able to:

1. Apply the knowledge of management theories and practices to solvebusiness problems.
2. Foster analytical and critical thinking abilities for data-based decision making.
3. Learn new technologies with ease and be productive at all times

4. Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business.
5. Read, write, and contribute to Business literature
6. Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.

6. ACADEMIC PLANNER

	For June Admission Session Students	For January Admission Session Students
Admission Date	1st September to 31st October	1st February to 31st March
Eligibility Document Submission	1st September to 30th November	1st February to 30th April
Internal Home Assignment Submission	**For Sem - I, III -** October to November **For Sem - II, IV -** April to May	**For Sem - I, III -** April to May **For Sem - II, IV -** October to November
Examination Form Submission	**For Sem - I, III -** October to November **For Sem - II, IV -** April to May	**For Sem - I, III -** April to May **For Sem - II, IV -** October to November
University Examinations	**For Sem - I, III** – January-February **For Sem - II, IV** – June-July	**For Sem - I, III** – June-July **For Sem - II, IV** – January-February

7. ADMISSION PROCEDURE

The Application Form is available on website of BVDU School of Distance Education i.e. distance.bharatividyapeeth.edu. The candidate will have to apply for admission to any academic programme of his / her choice thorough online. The candidate will be admitted provisionally to the programme on verification of the eligibility for admission. He / She will be asked to complete the eligibility requirement by submitting the required Marksheets, Leaving/Transfer Certificate, Educational Gap Certificate (if required), Aadhaar Card etc. After verification of required documents candidate admission will be confirmed.

8. ELIGIBILITY FOR ADMISSION TO THIS COURSE

Admission to the programme is open to Any Graduate (10+2+3) of any recognized university satisfying the following conditions:

1. The candidate should have secured at least 50% (45% for SC/ST) in aggregate at graduate level university examination.
2. The Candidate applying in final year of Bachelor's degree may also apply. Admission of such candidates will remain provisional admission until submission of final result certificates in original.

9. DURATION

The minimum duration of the MBA degree programme is two years divided into four semesters although student may complete the programme gradually within a maximum period of Four years. If Programme is not completed successfully during Four years, he/she will be required to take fresh admission.

10. MEDIUM

The medium of instruction and examination is English only.

11. FEE STRUCTURE

Sr. No.	Particular	I Year	II Year
1	Admission Fee	500/-	-
2	Tuition Fee	30000/-	30000/-
3	Examination Fee	8440/-	8540/-
Total		**38940/-**	**38540/-**

12. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

Sr. No.	Programmes	Total Programme Fees	Admission Fee	Tuition Fee	Study Material Development Cost	Contact Lectures Cost	Other Administrative / Educational Expenses
1	M.B.A.	60500/-	500/-	60000/-	10400/-	9600/-	28000/-

13. STUDENT SUPPORT SERVICES

a) Student Counseling:-

Full time Student Counseling Desk is available at BVDU School of Distance Education, Pune (Head Quarter). Student can contact to this office and get detail information related to Admission, Programme eligibility, Programme fees, Important Dates related to all Academic Activities, details of Learning Support Centers, Information of Examinations etc. As well as student can contact to this office through email for their queries.

b) Personal Contact Session (PCP):-

Personal Contact Sessions conducted by Learning Support Centre and organized on holidays, normally at time convenient to the student, during which a qualified expert faculty gives explanations and help to clear the doubts and difficulties of the students and also delivering instructions to the students about study material.

c) E-Learning Support:-

The electronic versions of learning resources in mobile-ready formats are available freely on 'e-Learning Environmental Portal' of School of Distance Education (econnect.bvuict.in/econnect/) for students. Details programme Syllabus; Videos of Expert Lecturers on various Topics, Self Learning Material, and Old Question Papers are also available on this portal. Student can easily access this instructional material.

d) Self Learning Material (SLM):-

Soft Copies of Self Learning Materials (SLM) will be available on e-Learning Environment Portal of School of Distance Education (SDE) https://www.bvuict.in.

14. METHODS AND MEDIA USED IN SELF INSTRUCTIONAL MATERIAL DELIVERY

Self Instructional Material is delivered in various media. Soft Copies of Self Learning Materials (SLM) will be available on e-Learning Environment Portal of School of Distance Education (SDE) https://www.bvuict.in. The electronic version of the learning resources including the lectures, instructional material, lectures in mobile-ready formats are available freely on the 'e-learning Environment Portal' of School of Distance Education.

15. FACULTY AND SUPPORT STAFF

As per the requirement of programme faculties (internal and external) are available in adequate number. They are conducting all academic activities related to this programme

16. EVALUATION OF LEARNER

As a part of evaluation of learner, following activities are conducting at every Learner Support Center.

-Continuation / Internal Assessment of each subject.
-Conducting Tutorials.
-Conducting Term End Examinations at the end of each session.
-Question Papers Sets with Multiple Choice Questions.

17. STRUCTURE OF THE PROGRAMME

The MBA-General program is of 72 credits, which need minimum two years divided into four semesters to complete. During third semester students have to opt for specialization and study, the specialization courses in depth. The programme also includes Summer Training Projects of 50 days. The medium of instruction and examination will be only English. A student would be required to complete the course within FOUR academic years from the date of admission.

18. CREDITS:

The definition of credits is based on the following parameters:

i) Learning hours put in by the learner
ii) Learning outcomes
iii) Contents of the syllabus prescribed for the course etc.

In this system each credit can be described as:

For 2 Credits Students Should Complete Following	
Assignments	2
Synchronous Chat	3 Hrs

Asynchronous Discussion Forum	2- 10 Topics per course as per subject
Synchronous (Face-to-Face) Counselling Sessions (Theory)	6 Hrs
e-content (in terms of units)	6-8 units
Study Inputs	60 Hrs

19. A) SCHEME OF EXAMINATION

Courses having Internal Assessment (IA) and University Examinations (UE) shall be evaluated by the respective Learner Support Centre and the University at the term end for 30(Thirty) and 70(Seventy) Marks respectively. The total marks of IA and UE shall be 100 Marks and it will be converted to grade points and grades.

Courses having **only Internal Assessment (IA*)*** the respective Learner Support Centre will evaluate the students in various ways through **Online Test, Quiz, Home Assignments and Mini Projects** for a total of 100 marks during the term. Then the marks will be converted to grade points and grades.

Open Courses shall be evaluated by Learner Support Centres **for 50 marks only (Fifty marks only).**

B) COMPONENTS OF CONTINUOUS EVALUATION SYSTEM:

Following are the suggested components of CES,

a) Case Study/Caselet/Situation Analysis
b) Home Assignments
c) Industry Analysis
d) Online Business plan
e) Online Quiz
f) Workbook / scrapbook
g) Mini Research Projects

20. GRADING SYSTEM FOR PROGRAMMES UNDER FACULTY OF MANAGEMENT STUDIES:

The Faculty of Management Studies, Bharati Vidyapeeth (Deemed to be University), Pune has suggested the use of a 10-point grading system for all programmes designed by its Board of Studies.

The 10 point Grades and Grade Points according to the following table

Range of Marks (%)	Grade	Grade Point
80≤Marks≤100	O	10
70≤Marks≤80	A+	9
60≤Marks≤70	A	8
55≤Marks≤60	B+	7
50≤Marks≤55	B	6
40≤Marks≤50	C	5

Marks < 40	D	0

21. STANDARD OF PASSING:

For all courses, both UE and IA constitute separate heads of passing (HoP). In order to pass in such courses and to earn the assigned credits, the learner must obtain a minimum grade point of 5.0 (40% marks) at UE and also a minimum grade point of 5.0 (40% marks) at IA.

- If learner fails in IA, the learner passes in the course provided, he/she obtains a minimum 25% marks in IA and GPA for the course is at least 6.0 (50% in aggregate). The GPA for a course will be calculated only if the learner passes at UE.
- A student who fails at UE in a course has to reappear only at UE as backlog candidate and clear the Head of Passing. Similarly, a student who fails in a course at IA he/she has to reappear only at IA as backlog candidate and clear the Head of Passing to secure the GPA required for passing.
- The performance at UE and IA will be combined to obtain GPA (Grade Point Average) for the course. The weights for performance at UE and IA shall be 70% and 30% respectively.
- GPA is calculated by adding the UE marks out of 70 and IA marks out of 30.The total marks out of 100 are converted to grade point, which will be the GPA.

22. FORMULA TO CALCULATE GRADE POINTS (GP)

Suppose that "Max" is the maximum marks assigned for an examination or evaluation, based on which GP will be computed. In order to determine the GP, Set x = Max/10 (since we have adopted 10 point system). Then GP is calculated by the following formulas

Range of Marks	**Formula for the Grade Point**
$8x \leq \text{Marks} \leq 10x$	10
$5.5x \leq \text{Marks} \leq 8x$	Truncate (M/x) +2
$4x \leq \text{Marks} \leq 5.5x$	Truncate (M/x) +1

Two kinds of performance indicators, namely the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a learner in all the courses in a particular semester, while the CGPA measures the cumulative performance in all the courses since his/her enrollment. The CGPA of learner when he /she completes the programme is the final result of the learner. The SGPA is calculated by the formula

$$SGPA = \frac{\sum Ck * GPk}{\sum Ck}$$

where, Ck is the Credit value assigned to a course and GPk is the GPA obtained by the learner in the

course. In the above, the sum is taken over all the courses that the learner has undertaken for the study during the Semester, including those in which he/she might have failed or those for which he/she remained absent. **The SGPA shall be calculated up to two decimal place accuracy.**

The CGPA is calculated by the following formula

$$CGPA = \frac{\sum C_k * GP_k}{\sum C_k}$$

Where, Ck is the Credit value assigned to a course and GPk is the GPA obtained by the learner in the course. In the above, the sum is taken over all the courses that the learner has undertaken for the study from the time of his/her enrollment and also during the semester for which CGPA is calculated. **The CGPA shall be calculated up to two decimal place accuracy.**

The formula to compute equivalent percentage marks for specified CGPA:

% marks (CGPA)	10 * CGPA-10	If 5.00 ≤ CGPA ≤ 6.00
	5 * CGPA+20	If 6.00 ≤ CGPA ≤ 8.00
	10 * CGPA-20	If 8.00 ≤ CGPA ≤ 9.00
	20 * CGPA-110	If 9.00 ≤ CGPA ≤ 9.50
	40 * CGPA-300	If 9.50 ≤ CGPA ≤ 10.00

23. AWARD OF HONOURS:

A student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honors are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
9.5≤CGPA ≤10	O	Outstanding	80≤Marks≤100
9.0≤CGPA ≤9.49	A +	Excellent	70≤Marks≤80
8.0≤CGPA ≤8.99	A	Very Good	60≤Marks≤70
7.0≤CGPA ≤7.99	B +	Good	55≤Marks≤60
6.0≤CGPA ≤6.99	B	Average	50≤Marks≤55
5.0≤CGPA ≤5.99	C	Satisfactory	40≤Marks≤50
CGPA below 5.0	F	Fail	Marks below 40

24. ATKT RULES:

A student is allowed to carry any number of backlog papers of Semester I and Semester II while going into Semester III. However, a student must clear all papers of Semester I and Semester II so as to become eligible for appearing in Examinations at Semester IV.

25. DUAL SPECIALIZATION:

MBA Programme 2021-21 offers Dual Specializations to the students in second year of MBA Programme. The candidates may choose any two specializations from the following:

Specialization Choices
Marketing Management
Financial Management
Human Resource Management
Information Technology Management
International Business Management
Production & Operations Management
Agribusiness Management
Retail Management

26. SUMMER INTERNSHIP:

At the end of Semester II, each student shall undertake Summer Internship in an Industry for 50 (**Fifty Days**). It is mandatory for the students to seek written approval from the Learner Support Centre about the Topic & the Organization before commencing the Summer Internship.

During Summer Internship, students are expected to take necessary guidance from the faculty guide allotted by the Learner Support Centre. To do it effectively they should be in touch with their guide through e-mail or telephone.

Summer Internship Project should be a Research Project; it may be an operational assignment that involves working by the students in an organization.

In case of an operational assignment

1) Students are expected to do a project work in an organization wherein they are doing Summer Internship.
2) The students should identify specific problems faced by the organization in a functional area in which the assignment is given.

   e.g.

   a) Sales - sales targets are not achieved for a particular product or service in a given period of time.

   b) Finance – mobilization & allocation of financial resources.

   c) HR – Increase in employee turnover ratio.
3) In this study students should focus on

- Identifying the reasons / factors responsible for the problems faced by the organization.
- Collection of data (Primary & Secondary) related to reasons /factors responsible for these problems.
- Data Analysis tools & interpretation.
- Findings & observations.
- Suggestions (based on findings & observations) for improving the functioning of the organization.

The **learning outcomes and the utility to the organization** must be highlighted in Summer Training Project Report.

4) General chapterization of the report shall be as under;

1) Introduction and Literature Review: - This chapter will give a reader the background of problem area, specific problem & how you come across it?
2) Company Profile: -
3) Objectives of the Study:-
4) Data Collection: -
5) Data Analysis &Interpretation: -
6) Findings &Observations: -
7) Suggestions:-

Annexure: -

- Questionnaire
- References

5. Technical details:

1. The report shall be printed on A-4 size white bond paper.
2. 12 pt. Times New Roman font shall be used with 1.5 line spacing for typing the report.
3. 1" margin shall be left from all the sides.
4. Considering the environmental issues, students are encouraged to print on both sides of the paper.
5. The report shall be hard bound as per the standard format of the cover page given by the Institute and shall be golden embossed.
6. The report should include a Certificate (on company's letter head) from the company duly signed by the competent authority with the stamp.
7. The report shall be signed by the Respective Guide(s), Programme Coordinator& the Programme Director of the Learner Support Centre20 (Twenty) days before the viva- voce examinations.
8. Student should prepare two hard bound copies of the Summer Internship Project Report and submit one copy in the institute. The other copy of the report is to be kept by the student for their record and future references.
9. In addition to this, students should prepare two soft copies of their Summer Training Project reports & submit one each in SDE Learner Support Centre in CD Forms.

The Summer Internship shall be assessed out 100 Marks. The break-up of these marks is as under:

Sr. No.	Assessment Criteria	Marks
1	Summer Internship Report	50 (Fifty only)
2	Viva- voce examination	50 (Fifty only)
TOTAL MARKS		**100 (Hundred Only)**

The examiners panel shall be approved as per the SDE &University Guidelines.

The Viva –voce shall evaluate the project based on

i. Actual work done by the student in the organization
ii. Student's knowledge about the Company& Business Environment
iii. Learning outcomes for the Student
iv. Utility of the Study to the Organization

27. STRUCTURE OF THE SYLLABUS

The MBA Programme as per Semesters, Credits and Marks is as follows:

Semester	Credits	Marks Distribution
I	17	850
II	17	850
III	23	950
IV	15	750
Total	**72**	**3400**

The detailed structure is as follows:

MBA – (General) – SDE - Semester I

Course Code	Semester – I	Credits	UE	IE	Total Marks
101	Management Concepts & Applications	2	70	30	100
102	Managerial Economics	2	70	30	100
103	Financial & Management Accounting	2	70	30	100
104	Organizational Behaviour	2	70	30	100
105	Statistical Techniques	2	70	30	100
106	Legal Aspects of Business	2	70	30	100
107	Business Communication	2	70	30	100
108	Data Analysis Using advance - Excel#	2	-	100	100
See below	Open 1#	1	-	50	50
	Total No. of Credits	17	490	360	850

Departmental Papers: 108 & Open 1

108 & Open 1 are departmental papers; the Internal Examination and Evaluation of these papers will be done at Learner Support Centres.

Open Courses: Students can opt any one course from the following

Course Code	Open Course
109	Computers Application for Business
110	Social Media Management
111	Current Affairs

MBA - (General)– SDE -Semester II

Course Code	Semester II	Credits	UE	IE	Total Marks
201	Marketing Management	2	70	30	100
202	Financial Management	2	70	30	100
203	Human Resource Management	2	70	30	100
204	International Business	2	70	30	100
205	Production & Operations Management	2	70	30	100
206	Research Methodology	2	70	30	100
207	Business Environment	2	70	30	100
208	Business Ethics and Corporate Governance	2	-	100	100
See below	Open 2	1	-	50	50
	Total No. Credits	17	590	260	850

Departmental Papers: 208 & Open 2

208 & Open 2 are departmental papers; the Internal Examination and Evaluation of these papers will be done at Learner Support Centres.

Open Courses: Any one course from the following

Course Code	Open course
209	Introduction to Business Analytics
210	E-commerce Applications
211	Managerial Skills for Effectiveness

MBA -(General) – SDE - Semester III

Course Code	Semester – III	Credits	UE	IE	Total Marks
301	Strategic Management	2	70	30	100
302	Operations Research for Managers	2	70	30	100
303	Entrepreneurship Development and Innovation Management	2	70	30	100
See groups	Specialization I - E-(i)	2	70	30	100
	Specialization I - E-(ii)	2	70	30	100
See groups	Specialization II - E-(i)	2	70	30	100
	Specialization II - E-(ii)	2	70	30	100
304	**Summer Internship	6	100	-	100
305	Change Management #	2	-	100	100
See below	Open 3#	1	-	50	50
	Total No. of Credits	23	590	360	950

Departmental Papers: 305& Open 3

305& Open 3 are departmental papers; the Internal Examination and Evaluation of these papers will be done at Learner Support Centres.

Open Courses: Students can opt any one course from the following

Course Code	Open Course
306	Digital Marketing
307	Corporate Taxation
308	Negotiation Management

MBA - (General)– SDE - Semester IV

Course Code	Semester IV	Credits	UE	IE	Total Marks
401	Project Management	2	70	30	100
See groups	Specialization I - E-(iii)	2	70	30	100
	Specialization I - E-(iv)	2	70	30	100
See groups	Specialization II - E-(iii)	2	70	30	100
	Specialization II - E-(iv)	2	70	30	100
402	Environment & Disaster Management	2	100	-	100
403	E-Business Management	2	-	100	100
See below	Open 4#	1	-	50	50
	Total No. Credits	15	450	300	750

 # Departmental Papers: 403& Open 4

403& Open 4 are departmental papers; the Internal Examination and Evaluation of these papers will be done at Learner Support Centres.

Open Courses: Any one course from the following

Course Code	Open course
404	Cyber Security
405	Artificial Intelligence for Managers
406	Rural Entrepreneurship

Note: All Open Courses will be provided as Massive Open Online Courses (*MOOCs*)

LIST OF SPECIALIZATION - ELECTIVES

Elective: **Marketing Management :**

Sem III	
Code.	**Name of the Course**
MK01	Consumer Behaviour
MK02	Services Marketing
Sem IV	
MK03	Sales & Distribution Management& B2B
MK04	Integrated Marketing Communication

Elective**: Financial Management**

Sem III	
Code.	**Name of the Course**
FM01	Investment Analysis & Portfolio Management
FM02	Management of Financial Services
Sem IV	
FM03	Corporate Finance
FM04	International Financial Management

Elective: **Human Resource Management**

Sem III	
Code.	**Name of the Course**
HR01	Human Resource Planning and Development
HR02	Labour Laws
Sem IV	
HR03	Compensation and Benefits Management
HR04	Competency Mapping and Performance Management

Elective: **International Business Management**

Sem III	
Code.	**Name of the Course**
IB01	Regulatory Aspects of International Business
IB02	Export Import Policies, Procedures and Documentation
Sem IV	
IB03	International Marketing
IB04	Global Business Strategies

Elective: **Production & Operations Management**

Sem III	
Code.	**Name of the Course**
PM01	Quality Management
PM02	Business process reengineering
Sem IV	
PM03	Logistics & Supply Chain Management
PM04	World Class Manufacturing Practices

Elective: **Information Technology Management**

Sem III	
Code.	**Name of the Course**
IT01	System Analysis & Design
IT02	Information System Security & Audit
Sem IV	
IT03	RDBMS with Oracle
IT04	Enterprise Business Applications

Elective: **Agribusiness Management**

Sem III	
Code.	**Name of the Course**
AM01	Rural Marketing
AM02	Supply Chain Management in Agribusiness
Sem IV	
AM03	Use of Information Technology in Agribusiness Management
AM04	Cooperatives Management

Elective: **Retail Management**

Sem III	
Code.	**Name of the Course**
R01	Introduction to Retailing
R02	Retail Management & Franchising
Sem IV	
R03	Merchandising, Display & Advertising
R04	Supply Chain Management in Retailing

SCHOOL OF DISTANCE EDUCATION,

MBA - (GENERAL) SDE
SEMESTER – I
SYLLABUS

(w.e.f. 2020 – 21)

Programme: MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
I	101	*Management Concepts and Applications*	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives :
1) To understand the basic Management Concepts and Skills. 2) To study the Principles and Functions of Management. 3) To learn the Applications of Principles of Management. 4) To familiar with the Functional areas of management. 5) To study the Leadership styles in the organization. 6) To expose to the Recent trends in management.
Learning Outcomes:
On completion of this course, the students will be able to 1) Understand the Management Concepts and Managerial Skills. 2) Focus on the Principles and Functions of Management. 3) Learn to applythePrinciples of Management in practice. 4) Familiarize with the Functional areas of management. 5) Use the effective Leadership styles in the organization. 6) Recognize the Recent trends in management.

Unit	Contents
1	**Introduction to Management:** Definition and meaning of Management, Characteristics of Management, Scope of Management, Scientific Management Approach by F.W. Taylor, Principles of Management by Henry Fayol, Levels of management, Managerial Skills, Functions of Management - Planning, Organizing, Staffing, Directing and Controlling. concept of ”POSDCORB”.
2	**Planning:** Meaning of Planning, Nature and importance of Planning, Process of Planning, Principles of Planning, Types of Plans - Single Use Plans - Repeated Use Plans, Types of Objectives, Setting Objectives, Management by Objectives (MBO), Decision making-Process of Decision making, Decision making models: classical, Administrative, Political and Vroom-Jago Model.
3	**Organizing:** Meaning of Organizing, Process of Organizing and Creation of Organization structure, Types of organizational structures - Formal and Informal, **Staffing:** Meaning of Staffing**,** Human Resource Planning - Job Analysis, Recruitment - Sources of Recruitment, Selection - Process of Selection, Placement of employees, Departmentalization - Bases of Departmentalization, Line and Staff Relationship.
4	**Directing:**

	Meaning of Directing, Principles of Directing, Leadership Styles, Span of Management - Determinants of Span of Management, Centralization and Decentralization, Authority, Responsibility and Accountability, Delegation of Authority - Advantages of Effective Delegation.Barriers to effective delegation-Guidelines for effective delegation-Distinctions between Delegation & Decentralization.
5	**Controlling:** Meaning of Controlling, Need for effective controlling, Process of Controlling, Techniques of Controlling, Relationship between Planning and Controlling, Use of IT for Controlling, Control techniques, Zero Base Budgeting and Management audit.
6	**Functional Departments And Sections -** HR, Marketing, Production & Operations, Finance, etc. **Introduction To Business Sectors:** Manufacturing (Automobile, Pharmaceutical, etc), Service (IT, Telecom, Banking, Insurance, etc), Management of SMEs.

Reference Books:

Sr.No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	S.A. Sherlekar and V.S. Sherlekar	Principles of Business Management		Himalaya Publishing House.
2 – National	Dr. T. Ramasamy	Principles and Practice of Management		Himalaya Publishing House.
3 – National	L.M. Prasad	Principles and Practice of Management,		Sultan Chand & Sons
4 – International	Koontz, Weihrich and A. RamchandraAryasri	Principles of Management		Tata McGraw-Hill.
5 – International	Peter F. Drucker	Practice of Management		Harper Business.
6 – International	Richard L. Daft	Principles of Management		Cengage Learning.

Online Resources:

Online Resources No	Web site address
1	http://www.ft.com/business-education.
2	http://www.makeinindia.com/policy/new-initiatives. https://india.gov.in/ http://pmindia.gov.in/en/ http://www.makeinindia.com/policy/new-initiatives https://mygov.in/group/digital-india www.skilldevelopment.gov.in/World%20Youth%20Skills%20Day.html

MOOCs:

Resources No	Web site address
1	https://www.coursera.org/learn/management-fundamentals-healthcare-administrators

Course : MBA (General) - SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
I	102	*Managerial Economics*	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives :

Subject / Course Objectives :

i) To acquaint with basic concepts and techniques of economic analysis and their application to managerial decision making.
ii) To prepare the students for the use of managerial economics tools and techniques in specific business settings.
iii) Comprehend how changes in the environment in which firms operate influence their decision-making.
iv) To develop managerial skills for developing business strategy at the firm level.
v) To understand recent developments in strategic thinking and how it is applied to economic decision making.
vi) Identify possible external and internal economic risks and vulnerabilities to economic growth and identify policies to address them.

Learning Outcomes:

i) Understand the role of managers in firms.
ii) Analyze the demand and supply conditions and assess the position of a company.
iii) Estimation of production function and finding out optimal combination of input using Isoquant and Isocost.
iv) Design competition strategies including costing, pricing and market environment according to the nature of the product and structure of market.
v) Enable to know the importance of various sectors of the economy and their contribution towards national income.
vi) Investigate potential output and compute output gaps and diagnose the outlook for the economy.

Unit No.	Contents
1	Introduction to Economics For Business -Nature and Scope of Managerial Economics, Firm and its Objectives, Theories of Firm, Role of Managerial Economics in Decision Making.
2	Demand Theory and supply- Demand and its Determination - Law of Demand, Types of Demand, Demand Function, Economic Concept of Elasticity (Price, Cross and Income Elasticity). Concept of Supply, Demand and Supply Equilibrium, Shift in Demand and Supply.
3	Theory of Production -Production function, Law of Diminishing Marginal Returns, Three stages of Production, The Long run Production function, Isoquant and Isocost curve, Importance of Production function in managerial decision making.

4	Theory of Cost - Classification of Costs - Short Run and Long Run Cost, Cost Function, Scale Economies, Scope Economies, Dual Relationship Between Cost and Production Function, Least cost combination of input (Producer Equilibrium).
5	Market Structure - Introduction to different types of Market- *Price Determination under Perfect Competition*- Introduction, Market and Market Structure, Perfect Competition, Price-Output Determination under Perfect Competition, Short-run Industry Equilibrium, Short-run Firm Equilibrium, Long-run Industry Equilibrium, Long-run Firm Equilibrium under Perfect Competition. *Pricing Under Imperfect Competition*- Introduction, Monopoly, Price Discrimination under Monopoly, Monopolistic Competition, Oligopoly (Kinked Curve), Game theory.
6	Macroeconomic markets and Integration -Product Market: Saving and Investment Function, consumption function. Aggregate demand and Aggregate supply. Fiscal Policy and Monetary Policy for uplifting the economy. Types of Business Cycle.
Activity	Students are required to prepare workbook (practical file) -Hands on practice towards diagrams of Demand, Supply, Markets and price determination. News from economic times –For Policy Making, Industry related and country specific. Applications of managerial economics in different firms. Comparing the GDP and other key indicators across the countries. Macroeconomic indicators and the role of fiscal policy in uplifting economy.

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1 National	DN Dwivedi	Managerial Economics	2015	Vikas Publishing
2 National	G.S Gupta	Managerial Economics: Micro Economic	2004	McGraw Hill
3 National	H.L.Ahuja	Managerial Economics	2017	S. Chand
4 International	D. Salvatore	Managerial Economics	2015	Oxford
5 International	R.Dornbusch, S.Fischer	Macro Economics	2018	McGraw Hill
6 International	A.Koutsoyiannis	Micro Economics	1979	Mac Millan

Online Resources:

Online Resources No	Web site address
1	www.rbi.org.in
2	www.economicshelp.org
3	www.federalreserve.gov
4	www.economist.com
5	www.bbc.com
6	International Journal of Economic policy in Emerging Economieshttps://www.inderscience.com/jhome.php?jcode=ijepee

7	Journal of International Economicshttps://www.journals.elsevier.com/journal-of-international-economics/

MOOCs:

Resources No	Web site address
1	Swayam –IIT
	https://swayam.gov.in/nd1_noc20_mg20/preview
2	Swayam –IIM https://swayam.gov.in/nd2_imb19_mg16/preview
3	EDX –IIM https://www.edx.org/course/introduction-to-managerial-economics-2
4	Coursera https://www.coursera.org/specializations/managerial-economics-business-analysis

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Course : MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
I	103	*Financial and Management Accounting*	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives :

i) To acquaint the learners with the fundamentals of Financial Accounting.

ii) To orient to the Accounting mechanics involved in preparation of Books of Accounts and Financial Statements of a sole proprietor

iii) To make the students familiar with International Accounting Standards and International Financial Reporting Standards (IFRS)

iv) To introduce the concepts of Cost and Management Accounting

v) To orient the students about application of budgetary control as a technique of Management Accounting

vi) To acquaint the students with application of Standard Costing and Marginal Costing as techniques of Management Accounting.

Learning Outcomes :

I. Learners will able to know the fundamentals of Financial Accounting and Accounting Principles

II. Learners will demonstrate the ability to prepare Financial Statements of a sole proprietor

III. Learners will understand the utility and importance of International Accounting Standards and International Financial Reporting Standards (IFRS)

IV. Learners will be familiar with concepts of Cost and management Accounting

V. Learners will be able to apply the technique of Budgetary Control

VI. Learners will be able to apply the technique of Standard Costing and Marginal Costing.

Name : -	Syllabus – Financial and Management Accounting
Unit No : 1	**Introduction to Financial Accounting** Financial Accounting: Definition, Objectives and Scope Accounting Concepts and Conventions, GAAP, Branches of Accounting Accounting Cycle, End Users of Financial Statements
Unit No : 2	**Accounting Mechanics** Principles of Double Entry Book-Keeping, Journal Ledger and Preparation of Trial Balance (Theory only) Preparation of Trading, Profit & Loss Account and Balance Sheet of a Sole Proprietor
Unit No : 3	**Introduction to International Accounting Standards** Development of international accounting Standards and financial reporting rules Need and Advantages of International Financial Reporting Standards (IFRS) IFRS for Small and Medium Enterprises(SMEs).
Unit No : 4	**Introduction to Cost and Management Accounting** Cost Accounting: Meaning and Importance Classification of Costs, Preparation of Cost Sheet (Theory only) Management Accounting: Definition, Nature and Scope Distinction between Financial Accounting and Management Accounting

Unit No : 5	**Techniques of Management Accounting (Budgetary Control)** Meaning, Objectives, Advantages and Limitations of Budgetary Control Types of Budgets Preparation of Flexible Budget and Cash Budget
Unit No : 6	**Techniques of Management Accounting (Standard Costing and Marginal Costing)** Meaning of Standard Costing, Steps to implement Standard Costing Variance Analysis of Material and Labour Costs Marginal Costing – Meaning of Marginal Cost, Characteristics and Advantages of Marginal Costing, Cost-Volume-Profit Analysis – Profit/Volume ratio, Break-Even Analysis and Margin of Safety

Reference Books:

Reference Books (Publisher)	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	S.N. Maheswari	An Introduction to Accounting	11th edition	Vikas
2 – National	Ambarish Gupta	Financial Accounting for Management	5th edition	Pearson
3 – National	Ashok Seghal, Deepak Seghal	Taxman‟s Financial Accounting	2015 edition	Taxman
4 – International	Colin Drury, Huddersfield	Cost and Management Accounting	7th 2011	Cengage Learners
5 – International	Pauline Weetman Fin	Financial and Management Accounting – An introduction,	7th 2015	Pearson
6 – International	Jan Williams , Sue Haka , Mark Bettner , Joseph Carcell	Financial & Managerial Accounting,	18th edition	McGraw hill

Online Resources:

Online Resources No	Web site address
1	https://www.moneycontrol.com/
2	www.icai.org
3	https://www.ifrs.org/
4	https://icmai.in/icmai
5	https://www.rbi.org.in/

MOOCs:

Resources No	Web site address
1	https://www.coursera.org/learn/wharton-accounting
2	https://www.classcentral.com/course/whartonaccounting-769
3	https://swayam.gov.in/nd2_cec19_cm04/preview
4	https://swayam.gov.in/nd1_noc19_mg36/preview
5	https://www.coursera.org/learn/accounting-for-managers

Course : MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
I	104	*Organizational Behavior*	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30=100

Course Objectives:

i) To create Dynamic and Effective Business Professionals and Leaders.
ii) To transform the individuals to cater to the needs of the society and contribute to Nation building
iii) To develop entrepreneurs to register different aspects of their business under remedial individual and team behavior.
iv) To improve Organizational Behavior by having a sound knowledge of cultural differences.

Learning Outcomes :

i) To understand the expected individual land team behavior in business world.
ii) The awareness of applicable leadership qualities for entrepreneurs / corporate / managers.
iii) To develop skills and inculcate motivational concepts.
iv) To be aware of individual, cultural difficulties of organizations and to be able to master over them.

Unit No.	Contents
1	Introduction to Organizational Behaviour – Definition - Evolution of the Concept of OB- Contributions to OB by major behavioural science disciplines - Challenges and Opportunities for OB managers - Models of OB study
2	Individual Behavior : Perception – Factors influencing perception, Process, Perception distortion- halo effect, stereotyping, projection, Attitudes and Job Satisfaction - Components of Attitude - Major Job Attitudes - Job Satisfaction, Job involvement, Organizational Commitment. Personality and Values - Personality Determinants - MBTI, Big - Five Model, Values - Formation - Types of Values, Learning- Theories of Learning –reinforcement
3	Motivation Concepts to applications: Concept of motivation - Definition - Theories of Motivation - Maslow‟s' need Theory, Herzberg‟s Two factor theory, McClelland, Porter and Lawler Model, ERG Theory - Theory X and Theory Y Equity Theory - Vroom's Expectancy Theory – Application of Motivation concept, Individual motivation and motivation in the organization, Cultural Differences in Motivation, Intrinsic and Extrinsic Motivation, The Job Characteristics model – Work Redesign

4	Group Behavior: Group - Formation of Group - Classification - informal and formal groups, Group Properties - Roles, norms, status, size and cohesiveness - Group decision making – Group Shift, Group Think, **Teams**: team building: selecting team members, team roles, stages in team development, team building, team identity, team loyalty, commitment to shared beliefs, multi-disciplinary teams, Team Dynamics: decision-making behaviour, dysfunctional teams, Understanding teams - creating effective teams. Conflict - Process - Conflict management
5	Leadership: Concept of Leadership - Traits of good Leader - Difference between Leader and Manager - Theories of Leadership – Trait theory, Behavioral theory and Contingency theory, Ohio State and Michigan Studies - Blake and Mouton theory - Fielders model - Likert's model. Managers as leaders. 3D leadership model. Leadership Styles. The management Grid, Future perspectives of Leadership
6	The Organization System : Stress: meaning and types, burnout, causes and consequences of stress, strategies to manage stress, Workforce diversity- Diversity management strategies. Culture - Definition, Culture's function, need and importance of Cross Cultural training – Organizational Change – Forces for change, resistance to change, Managing organizational change

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 National	Kavita Singh	Organizational Behaviour	2015, 3rd edition	Pearson Publication
2 International	Robbins, Timothy Judge, SeemaSanghi	Organizational Behaviour	12th edition	Stephen Pearson Prentice Hall
3 National	M N Mishra	Organizational Behaviour	2010	Vikas Publishing House Pvt. Limited
4 International	Fred Luthans	Organizational Behaviour	13th edition	Mc Grow Hill Inc
5 International	John Newstrom and Keith Davis	Organizational Behaviour	11th edition	Tata McGrow Hill

Online Resources No	Web site address
1	www.bretlsimmons.com. ...
2	https://www.youtube.com/watch?v=JIa7vP3gyL4
3	www.positivesharing.com
4	https://www.youtube.com/watch?v=r2Xv9Am7PWQ

MOOCs:

Resources No	Web site address
1	Alisons
2	Swayam

Course : MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
I	105	***Statistical Techniques***	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives:

I. To introduce to the learner the importance of statistical techniques in business applications
II. To familiarize with the basic concepts of statistical techniques.
III. To expose to the Graphical representation of data.
IV. To impart skills in computation and application of correlation and regression.
V. To understand the basics of probability and testing of hypotheses

Learning Outcomes:

After learning the concepts of Statistical Techniques, students will be able to have a

I) Develop numerical ability to solve examples on various topics and specifically formation and Testing of Hypothesis

II) Have clear understanding of various statistical tools and their applications in Business.

III) Analyze the importance of Statistical Techniques in different functional areas of Management.

IV) Apply Correlation and Regression Techniques in Business applications.

V) To apply the statistical techniques to small data sets for analysis and interpretation

Name : -	Contents
Unit No : 1	Introduction to Statistics: Introduction to Statistics, Importance of Statistics in modern business environment. Scope and Applications of Statistics. Advantages and limitations of Statistics. Sources of data – Primary and secondary, Universe or Population, Sample, Concept of Sampling, Advantages of Sampling, Types of Sampling. Classification, Tabulation and Presentation of Data, Requisites of a good classification, Types of classification, Methods of classification,Tabulation - Frequency and Frequency Distribution, Diagrammatic and graphic representation of Data – Bar diagrams, Pie chart, Histogram, Frequency polygon , Frequency curve, Ogive curves
Unit No :2	Measures of Central Tendency and Dispersion: Objectives of statistical averages, Requisites of a Good Average, Statistical Averages - Arithmetic mean, Median and Mode, Properties of arithmetic mean, median and mode, Merits and demerits of arithmetic mean, Median - Merits and demerits of median , Mode - Merits and demerits of mode, Dispersion – Range - Quartile deviations, Mean deviation ,Standard Deviation - Properties of standard deviation, Variance, Coefficient of Variation. Applications in business and management.
Unit No :3	Correlation: Correlation, Types of Correlation, Scatter diagram, Karl Pearson‟s correlation coefficient, Properties of Karl Pearson‟s correlation coefficient, Spearman‟s Rank Correlation Coefficient. Association of attributes.
Unit No : 4	Regression - Regression analysis, Regression lines, Regression coefficients. Business application.
Unit No : 5	Elementary probability, Probability Distributions- Binomial, Poisson and Normal

	Distribution
Unit no 6	Introduction to Testing of Hypothesis: Null and alternate hypothesis, Significance Level, type I and Type II error, Chi – Square Test.

Reference Books:

Reference Books (Publisher)	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	S.C.Gupta& Indira Gupta	Business Statistics	2016	Himalaya Publishing House
2 – National	Bhardwaj R. S.	Business Statistics	2009	Excel Books India
3 – National	R.P. Hooda	Statistics for Business and Economics	2013	Vikas Publishing House
4 – International	Richard I. Levin & David	Statistics for Management	1994	Prentice Hall
5 – International	Robert S. Witte, John S. Witte	Statistics	2014	John Wiley & Sons
6 – International	Dr. Jim McClave, Dr. Terry Sincich	Statistics for Business and Economics	2011	Pearson

Online Resources:

Online Resources No	Web site address
1	http://www.yourarticlelibrary.com
2	https://en.wikipedia.org
3	https://managementhelp.org
4	https://www.cleverism.com
5	https://commercemates.com

MOOCs:

Resources No	Web site address
1	www.swayam.gov.in
2	www.udemy.com
3	www.coursera.org

Course : MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	Course Code	Course Title	
I	106	Legal Aspects of Business	
Type	Credits	Evaluation	Marks
Core	2	CES	UE:IE = 70:30

Course Objectives:
Subject / Course Objectives : i) To create Dynamic and Effective Business Professionals ii) To transform the stake holders to cater to the needs of the society and contribute to Nation building iii) To improve decision making by having a sound knowledge of law. iv) To develop entrepreneurs to register different aspects of their business under the law.
Learning Outcomes :
I) To extrapolate the legal knowledge to business. II) The graduates‟ attributes reflect legal knowledge and understanding global Competencies. III) To demonstrate domain comprehensive knowledge. IV) To articulate with business skills. V) To inculcate the culture of abiding law. VI) To Develop a coherent approach.

Units	Contents
Unit 1	- Introduction to Business laws, structure and sources of law, **Law of contract- The Indian Contract Act,1872** –Introduction, Objectives, Definition of a Valid Contract, Offer and Acceptance, Capacity to Contract, Consent ,Consideration, Performance of Contracts, Discharge of Contracts, Breach of Contract and Void Agreements, Quasi Contracts
	Contracts of Guarantee and indemnity, Bailment, Pledge
Unit 2	**Contract of Agency** – Introduction, Agent and Agency, general rules, Modes of creation of Agency, Classification of Agents, Duties and Rights of Agents, Principal‟s Duties to the Agent and his Liability to Third Parties
Unit 3	**Law of sales of Goods** – Essentials of contract of sale, Goods and their classification, Sale, Agreement to Sell and Hire Purchase, Conditions and Warranties (Implied and Expressed), Unpaid seller and his rights, rights of buyer. **Law of Negotiable Instruments** – Negotiable instruments, Promissory notes, Bills of exchange, Cheques, Dishonour,

Unit 4	**Consumer Protection Act**-Introduction, Definitions – consumer,complaint,complainant, Rights of Consumers, Nature and Scope of Complaints, Remedies Available to Consumers **The Partnership Act, 1932** - types of partners, formation of partnership, rights and liabilities of partners.
Unit 5	**The Company's Act, 2013 (Amended)**: Introduction and types of companies, Formation of a Company, Memorandum of Association, Articles of Association, Winding up. Arbitration and Conciliation Act, 1996 – Types of Arbitration, Alternative Dispute Resolution,Arbitration agreement, Arbitral Tribunal, Arbitral proceedings.
Unit 6	**Information Technology Act, 2000 Amended 2018**, Definition - —Certifying Authority, Controller, Digital Signature and electronic governance, Role of certifying authorities, Functions of controller, Offences Intellectual Property Laws- Introduction and types of IPR,

Land mark case laws to be cited and discussed.

Reference Books:

Reference Books (Publisher)	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	N.D. Kapoor	Mercantile Law	2019	Eastern Book Company
2 – National	Narayan	Intellectual Property Laws	2019	
3 – National	Bare Act	The Patent Act	2019	
4 –National	Bare Act	The Trademark Act	2019	
5 – International	Bare	The Negotiable Act	2019	

Online Resources:

Online Resources No	Web site address
1	https://www.mca.gov.in/Ministry/pdf/CompaniesAct2013.pdf
2	http://www.ipindia.nic.in/writereaddata/Portal/IPOAct/1_43_1_trade-marks-act.pdf
3	http://legislative.gov.in/sites/default/files/A1996-26.pdf
4	http://www.ipindia.nic.in/writereaddata/Portal/IPOAct/1_31_1_patent-

	act-1970-11march2015.pdf
5	https://www.youtube.com/watch?v=vlk40C91HqQ

MOOCs:

Resources No	Web site address
1	alisons

Course : MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	**Course Title**	
	107	**Business Communication**	
Type	**Credits**	**Evaluation**	**Marks**
Core	**2**	**CES**	**UE:IE =70:30**

Course Objectives:
i) To familiarize the students with the process of communication, make them understand the principles and techniques of Business Communication. ii) To enable students to comprehend the different dimensions of Business Communication. iii) To enlighten about the communications strategy for managers.
Learning Outcomes:
i) The Students should be able to communicate effectively in professional circles. ii) There should be a positive change in the oral and written communication skills of the students after studying the subject. iii) The students should be able to draft business letters, give effective presentations write formal reports and deliver speeches independently.

Unit No.	Contents
01	Basic Principles of Communication: Introduction, Understanding Communication, the Communication Process, Barriers to Communication, the Importance of Communication in the Workplace, Types of Communication channels, their effectiveness and limitations
02	Communication in Organizations Communication needs of business organization, Strategies for improving Organizational communication, direction of flow of communication in organization, networks of flow of communication–wheel network, chain network, Y network, circle network. Feedback, types of feedback, importance of feedback Intra-organizational communication, inter-organizational communication. Inter-cultural communication – guidelines for effective communication across cultures
03	Developing Oral Business Communication Skills: Introduction, Advantages of Oral Communication, Speech Writing, Creative Writing, Public Speaking, Presentation Skills –Techniques for effective Presentations, Qualities of a skillful Presenter. Exercises for Oral Communications – Individual and Group Presentations, Extempore, Role Playing, Debates and Quiz
04	The Importance of Listening and Reading Skills: Introduction, what is listening? Barriers to Listening, Strategies for Effective Listening, Listening in a Business Context Reading Skills for Effective Business Communication: Introduction, what is reading? Types of reading, SQ3R Technique of Reading.

05	Guidelines for Written Business Communication: Introduction, General Principles of Writing, Principles of Business Writing Internal Business Communication: Writing Memos, Circulars and Notices: Introduction, What is a Memo? Circulars and Notices, Meetings, Notices, agenda, minutes of the meeting Communicating through Email, Communication with Shareholders External Business Communication– *Writing Business Letters*: Introduction, Principles of Business Letter Writing, Types of Business Letters, Format for Business Letters (Types of business letters: office order, office circular, invitation letters, enquiry letters, trade reference letters, etc Letters from Purchase department, Letters from the Sales/Marketing Department, Accounts department, Personnel department, Letters of social significance, Tenders, Quotations and Orders, Banking Correspondence, Letters of enquiry, dealing with complaints) Exercises for Written Communications: Essay writing, Poster Making, Writing, an Advertisement Copy, Slogans, Captions, & preparing Press notes, Letter Of Acceptance, Letter Of Resignation Writing Business Reports*:* Introduction, What is a Report? Types of Business Reports, Format for Business Reports, Steps in Report Preparation Employment Communication – Resumes and Cover Letters: Introduction, Writing a Resume, Writing Job Application Letters, Other Letters about Employment Group Discussions and Interviews: Introduction, What is a Group Discussion? Attending Job Interviews, Preparation for GD and Interviews.
06	Technology enabled communication–role of technology, different forms of technology for communication, Telephone Etiquette, Netiquette Communication Strategy for Managers: Communicating different types of messages – positive or neutral messages, negative messages, persuasive messages, effective team communication, motivational communication

Reference Books:

Sr. No.	Name of Author	Title of the Book	Publisher
1 National	MeenakshiRaman,Prakash Singh	Business Communication	Oxford Higher Education
2 National	R.K.Madhukar	Business Communication	Vikas Publications
3 National	UrmilaRai, S M Rai	Business Communication	Himalaya Publications
4 International	Shirley Taylor	Communication for Business	Pearson Longman Publications
5 International	Kerry Patterson, Joseph Grenny	Crucial Conversations: Tools for Talking When Stakes Are High	McGraw-Hill
6 International	John V. Thill, Courtland L. Bovee	Excellence in Business Communication	Pearson Publications

Online Resources:

Resource No.	Website Address
01	https://www.freebookcentre.net/business-books-download/Business-Communication.html
02	https://open.umn.edu/opentextbooks/textbooks/business-communication-for-success
03	https://courses.lumenlearning.com/wm-businesscommunicationmgrs/

MOOCs:

Sr. No.	Details
01	www.coursera.org
02	www.udemy.com
03	my-mooc.com

Course : MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
I	108	Data Analysis Using advance -Excel	
Type	**Credits**	**Evaluation**	**Marks**
Core Elective	2	CES	IE = 100

Course Objectives:
i) To train the student for using the spreadsheet package MS-Excel for business applications. To impart skills of analyzing data and presenting it using MS-Excel.
Learning Outcomes :
Understand the different functions of MS Excel Use MS Excel for analysis of Data

Unit No.	**Contents**
1	**Introduction to Excel** MS excel screen elements – Tool bar, title bar, ribbon, formula bar, status bar. Moving around a Worksheet, entering and formatting (e.g. Number, Text, Date and Currency) data. Cell referencing (relative, absolute, mixed), using formulae, Use of Find, Replace, Goto.
2	**Working with Excel** Insert, delete - cells, rows, columns. Sorting (basic, custom), filtering, grouping, ungrouping data, dealing with subtotals and grand totals. Validating data, protecting cells. Create, manage, and format pivot tables and pivot charts.
3	**Conditional Formatting** Once defined, it will automatically change the formats as per conditions user inputs. Work with functions to manipulate strings of text and data
4	**Commonly used functions** Sum, Max, Min, Average, Count, Today, Now, Datedif, Countif, CountA, CountBlank, Round, Roundup, Round Down, ABS, Sign, Ceiling, Floor, Trim, Value, Clean, sqrt, if, sumif
5	**Data Viewing and Reviewing** Inserting comments, spell checks and changes to the worksheet data etc, Viewing data in different ways eg. Page break, normal etc
6	**Creating and managing charts** Create and modify graphs / charts like Column, Line, Pie, Bar, Area, Scatter, 3D etc. Working with multiple sheets, hyper linking Work with spark lines. Perform Look UP tables.

Reference Books:

1. Albright : Data Analysis and Decision Making Using MS Excel
2. StwphenNelson : Data Analysis ForDuMmIES
3. Narayan Ash Sah: Data Analysis Using Microsoft Excel 1/e, Excel Bools

Course : MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
I	109	Computers Application for Business	
Type	**Credits**	**Evaluation**	**Marks**
Open	1	CES	IE = 50

Course Objectives

i) To impart the IT skills and Knowledge required for managers.

ii) To help the students understand the basics of computer technology and Networking

iii) To help the students develop the use of Tools like Microsoft Word, Microsoft Excel and Power point

iv) To orient the students about the E-Commerce technology and its applications in Business world.

v) To help the students understand various Information Systems implemented in organizations

vi) To acquaint the students with various current trends and concepts of computer Technology.

Learning Outcomes:

i) Students will be able to gain the basic knowledge of Computer Technology

ii) Students will be able to know the basics of computer technology and Networking

iii) Students will be able to practically use the tools like Microsoft Word, Microsoft Excel and Power point

iv) Students will understand the E-commerce technology and its applications

v) Students will have a greater understanding of with Information Systems implemented in organizations

vi) Students will be familiar with new terms and trends of computer technology

Unit No.	Contents
1	**Introduction to Computer Technolog**y, Basic operations and connecting Devices and External Operating devices, Types of Software: (system, Utility, Applications) types of application software (content access, end user, enterprise, simulation, application suite), examples, selecting and acquiring software options for procuring the software (licensed, sold, public domain, open source, freeware, shareware), software trends and issues (mobile applications, integration of in-house and outsourced services strategy, cloud based enterprise solutions), Data Base, Data Base Management Systems
2	**Networking:** Definition of Network, Types of Networks, Advantages of Networks, **Internet:**Definition , concept, advantages, threats, applications

3	**Microsoft Word, Microsoft Excel, Microsoft PowerPoint :** **IT Skills: Lab sessions necessary** Microsoft Office- Introduction and working with MS Word, Features - insert headers and footers, insert table and table options, Mail Merge.etc **MS Power point**- Basic introduction, features, Creating & Formatting Content Collaborating – Track, Edit, Add, Delete Comments, Merge Managing & Delivering Presentations, design a template, entering data to graph, organization chart, slide transitions, creating slide shows.
4	**E-COMMERCE** : E-commerce : Definition, evolution, advantages. Types of E-commerce: B2B, B2C, C2C, E-governance,. Impact of E-commerce on Banking Industry. How Banking Industry has evolved post E-commerce applications.
5	**Introduction to MIS:** Principles of MIS, Characteristics, functions, structure & Classification of MIS, information for decisions; MIS in Manufacturing, Marketing, Finance Human Resource Management, Materials & Project Management; Types of information systems(TPS, MIS, DSS, ESS, ES, KWS), GIS Information systems and functional areas- Transaction processing system, Human Resource systems
6	Current trends- Integrated enterprise system (ERP, CRM, and SCM), COBIT- IT governance tool, changing role of CIO. Concept of SMAC (Social, Mobile, Analytics and Communication), use of Social media face book, tweeter, LinkedIn etc. for general communication and business communication, social media for marketing, email and video conferencing tools for business communication, Analytical tools of data interpretation. Latest terms in computer technology: Definition and concept of Agile Development, Big Data, Business Intelligence, Cloud Computing, Content Management, Disruptive Technology, Green Technology, Artificial Intelligence, Wearable devices, Machine Learning, GUI (Graphical user Interface)

Reference Books

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1 – National	Ramesh Bahl	Information Technology for Managers		Tata Macgraw Hill
2 – National	Pradeep K. Sinha	Computer Fundamentals		BPB Publications
3 – National	A. K. Saini, Pradeep Kumar	Computer Application in Management		Anmol Publications
4 – International	Geoff Walsham	"Interpreting Information Systems in Organizations"		The Global Text Project , 2011, http://www.saylor.org/site/textbooks/Information%20Systems%20for%20Business% 20and%20Beyond.pdf
5 – International	Henry C. Lucas	"Information Technology for Management"		McGraw-Hill/Irwin , 2009
6 – International	David T. Bourgeois	"Information Systems for Business and Beyond"		Saylor Foundation , 2014

Online Resources:

Online Resources No	Web site address
1	https://www.webopedia.com/
2	http://intronetworks.cs.luc.edu/current/ComputerNetworks.pdf
3	https://www.managementstudyguide.com/understanding-e-commerce.htm
4	https://www.sigc.edu/department/mba/studymet/ManagmentInformationSystem.pdf
5	https://www.tutorialspoint.com/management_information_system/basic_information_concepts.htm

MOOCs:

Resources No	Web site address
1	https://www.coursera.org/browse/information-technology
2	https://www.udemy.com
3	https://alison.com

Course: MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	**Course Title**	
I	110	**Social Media Management**	
Type	**Credits**	**Evaluation**	**Marks**
Open	1	CES	IE-50

Course Objectives:
i) To understand the concept of Social Media and its utility in marketing efforts. ii) To study the implementation of social media campaign. iii) To study the importance of social media in the promotion of a product or service.
Learning Outcomes:
i) Effective utilization of Social Media in connecting with the target market. ii) Using the social media for the implementation of marketing strategies

Unit No.	Contents
1	Defining your target customer based on the usual demographics, age, gender, identifying your target customer‟s marital status, where they live, or what their hobbies are, understanding their basic needs, identifying the topics of interests by studying the customer‟s feedback research analysis,
2	Customer acquisition elements with human approach, why you‟ll use social media for business, and identify KPIs, Building a Community, designing a media planning strategy, use of social media for marketing strategies, four critical steps you‟ll need to take to stand out and learn the processes behind taking each step
3	Designing the metrics with which you can measure the growth based on: • Number of group members • Engagement on your live videos • Engagement on your daily posts Questions your group is asking
4	Increase brand awareness, use of metrics to assess brand awareness, boost engagement, customer engagement strategies based on their basic needs, targeting the customers and target strategy
5	Criteria of choosing the right social network to engage audience, monthly active users, utility and usage study of Twitter, facebook, Instagram, Pinterest, youtube and other social media sites, asses their pros and cons before launching your website or social media channel

6	Characteristics of creating content that will engage target audience, planning content calendar, designing keywords: transactional, informational, and navigational, create a content plan, building trust through consistent engagement, measure progress **Project/blog or website in development of content and hosting youtube channel to be designed by the students in the area of their interest**

Reference Books:

Sr.No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
4 – International	Jeff Abston	**Youtube Growth Hacking**	2018	CreateSpace Independent Publishing Platform
5 – International	Gary Vaynerchuk	**Crushing It**	2018	Harper Business
6 – International	Donald Miller	**Building a StoryBrand: Clarify Your Message So Customers Will Listen**	2017	HarperCollins Leadership

Online Resources:

Online Resources No	Web site address
1	https://www.socialmediaexaminer.com/how-to-create-social-media-marketing-content-plan-in-7-steps/
2	https://sproutsocial.com/insights/social-media-content-strategy/
3	https://www.smartinsights.com/social-media-marketing/social-media-strategy/creating-social-media-content-strategy-plan/
4	https://blog.hootsuite.com/books-social-media-manager-read/
5	https://business.linkedin.com/marketing-solutions/success/marketing-case-studies?src=go-pa&trk=sem_lms_gaw&veh=Google_Search_APAC_IN_NB-Social_Beta_DR_English_249875649279__%2Bsocial%20%2Bmedia%20%2Bcontent_c__aud-790231220534:kwd-

MOOCs:

Resources No	Web site address

1	https://www.udemy.com/course/social-media-content-creation-101/?utm_source=adwords&utm_medium=udemyads&utm_campaign=DSA_Catchall_la.EN_cc.INDIA&utm_content=deal4584&utm_term=_._ag_82569850245_._ad_398023114490_._kw__._de_c_._dm__._pl__._ti_dsa-302692350888_._li_9061696_._pd__._&matchtype=b&gclid=CjwKCAjwguzzBRBiEiwAgU0FT4Nw0wI0EFDvWkNXjH5HJAVwbz0wGrBf-w1sPG825KK75SXokKSHWRoCmwwQAvD_BwE
2	https://www.upgrad.com/digital-marketing-and-communication-pgc-mica/?utm_source=Google&utm_medium=Search&utm_campaign=mv_dm_pgc_google_search_highintent-25-64_t1_all&utm_content=social_media_course&utm_term=%2Bsocial%20%2Bmedia%20%2Bcourse&gclid=CjwKCAjwguzzBRBiEiwAgU0FTwsPEZYDW61_qg_cc4F6ZtE9L3B15Z_Ldr343-RNgNUa-r-a7LdQNhoCTUgQAvD_BwE
3	https://www.coursera.org/specializations/social-media-marketing
4	https://iversity.org/en/courses/digital-and-social-media-marketing

Course: MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
I	111	**Current Affairs**	
Type	**Credits**	**Evaluation**	**Marks**
Open	1	CES	IE-50

Course Objectives :
i) Apply the knowledge of management theories andpractices in resolving the business problems. ii) Foster analytical and critical thinking abilities for data-based decision making. iii) Learn new technologies with ease and be productive at all times iv) Read, write, and contribute to Business literature v) Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.
Learning Outcomes:
I) To enable the students to take decisions related to critical current business issues. II) To be able to Interpret and understand the current business issues. III) To analyze business current affairs. IV) To acquaint with the current happenings in the business. vi) To comprehend the current affairs and its implications on businesses at national and international level.

Unit	Contents
1	Economics, Sports, Awards, Politics, Emerging sectors, Finance and Banking sector, IT Sector, ecommerce, Energy sector etc.,
2	Population Census, National Issues, Indian Economy, Indian Judiciary,State Animals and Symbols, Awards and their importance, Name of the Scientist who got Noble prize for important discoveries, Important Days
3	Social Schemes, Reports, Committee and Commission, Accident and calamities, First in India, Environment, Science and Technology,
4	International leadership, International Reports, International committees and recommendations, Geographical event around the world, International Awards, First in the world
5	Summary of Important Books, such as Wings of fire- An autobiography of APJ Abdul Kalam, Mahatma Gandhi Autobiography : The story of my experiments with truth., The Discovery of India by Jawaharlal Nehru, The First- Time Manager, A Survival Guide.Networking For Success., Medici Effect, .ABC's of Selling etc.,
6	Students are required to prepare workbook (practical file) for assimilating data of different events. Make presentations, Study the related topic independently and analyse and relate the current decision with the issue.

Reference Books:

Sr.No.	Name of the Author	Title of the Book	Year	Publisher
			Addition	Company
1..National	Dr. Abdul Kalam&ArunTiwari	Wings of fire- An autobiography of APJ Abdul Kalam	1999	University Press
2. National	Mahatma Gandhi	Mahatma Gandhi Autobiography : The story of my experiments with truth.	1948	Dover Publication
3 – National	Jawaharlal Nehru	The Discovery of India by Jawaharlal Nehru	2008	Penguin
4 – International	Loren B. Belker, Gary S. Topchick	The First- Time Manager	2005	Amacom
5 – International	Bear Grylls	A Survival Guide for life – How to achieve your goals, thrive in adversity, and grow in character.	2013	July
6 – International	FransJohanson	The Medici Effect- What Elephants & Epidemics can teach us about Innovation.	2004	HBS Press
7 – International	Charles Futrell	ABC's of Selling	1989	Irwin

Online Resources:

Online Resources No	Web site address
1	https://dea.gov.in
2	https//finmin.nic.in
3	www.wto.org
4	www.commerce.nic.in
5	www.weforum.com
6	**https://www.journals.elsevier.com/**
7	**http://www.jibs.net/**
8	**Open Textbook Library https://open.umn.edu/opentextbooks/textbooks/international-business**

MOOCs:

Resources No	Web site address
1. Economics	https://www.es.corporatefinanceinstitute.com
2. Politics	https://www.classcentral.com/course/edx-contemporary-issues-in-world-politics-11431?utm_source=mooc_report&utm_medium=web&utm_campaign=new_courses_october_2018
3. Business	EDX https://www.edx.org/learn/international-business
4. Leadership	https://www.classcentral.com/course/edx-agile-leadership-principles-and-practices-11920?utm_source=mooc_report&utm_medium=web&utm_campaign=new_courses

	_october_2018
5. International Financial Environment	https://nptel.ac.in/courses/110105031/

SCHOOL OF DISTANCE EDUCATION,

(w.e.f. 2020_21)

SYLLABUS MBA - (GENERAL)
SEMESTER – II

Course : MBA (General) - SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	**Course Title**	
II	201	Marketing management	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives:

Course Objectives :

i) To understand the core concepts of Marketing and approaches to Marketing.

ii) To differentiate the Marketing and Selling processes.

iii) To study the Marketing Environment and understand its influence on Marketing Decisions.

iv) To study the concept of Segmentation, Targeting and Positioning.

v) To understand the Marketing Mix Elements and their utility in Marketing.

vi) To Study the concept of Marketing Research and Marketing Information Systems.

Course Outcomes:

i) Gain a solid understanding of key marketing concepts and skills.

ii) Identify and demonstrate the dynamic nature of the environment in which marketing decisions are taken and appreciate the implications for marketing strategy determination and implementation.

iii) Develop the students' skills in applying the analytical perspectives on the concepts of marketing and the decisions related to segmentation, targeting and positioning, determining marketing mix etc.

iv) Develop an understanding of the underlying concepts, strategies and the issues involved in the exchange of products and services and control the marketing mix variables in order to achieve organizational goals.

v) Develop strong marketing research plans and persuasively communicate your recommendations and rationale.

vi) Discuss the scope and managerial importance of marketing research and its role in the development of marketing strategy

Unit No.	Contents
1	Basics of Marketing: Definition and meaning of Marketing, Core concepts of Marketing - Need, Want, Demand, Value,Exchange,Customer satisfaction & Customer delight, Differentiation between Sales and Marketing,Approaches to Marketing - Product, Production,Sales, Marketing,Societal and Relational. Marketing environment - Micro and Macro marketing environment
2	Definition and meaning of consumer behaviour, importance of consumer behaviour, different buying roles, buying motives and its types, buying decision making process.
3	Segmentation, Targeting and Positioning:Meaning, need and importance, bases for consumer market segmentation and industrial market segmentation, evaluation of identified segments and selection and evaluation of target market. Targeting strategies: Levels of market segmentation: segment marketing, niche marketing, local marketing, individual marketing. Positioning and Differentiation: meaning, concept, product, service, people and image differentiation, ways to position the product.
4	Marketing Mix: Concept, Seven P"s of marketing mix: Product – meaning, levels of product, product mix- product line – decisions : line stretching, filling, pruning , width, length, depth. Product life cycle (PLC) – Concept, stages in PLC, characteristics and strategies for each stage of PLC. New product development process, Brand – Concept, Brand Creation Price – meaning, objectives of pricing, pricing approaches- cost based, competition based, and market based, pricing strategies- skimming pricing, penetrative pricing,psychological or odd pricing, perceived value pricing, loss leader pricing etc. Place- Importance of distribution in marketing of products or services, Types of intermediaries, levels of channels, Channel Management Decisions- factors considered for selection and motivation of dealers and retailers, channel conflict- concept, types of channel conflict, ways to resolve channel conflicts Promotion- Elements of promotion mix: meaning of advertising- 5 Ms. of Advertising, sales promotion, personal selling, public relations, publicity, direct marketing and event marketing and sponsorship.
5	Marketing Research:Need and Importance of Marketing Research, Marketing Research Process, Types of Marketing Research. Marketing Information System- overview.

6	Marketing Planning and Control:Marketing Planning Process, nature and contents of a marketing plan. Need of marketing control, Annual plan control, productivity control, efficiency control and strategic control- marketing audit.

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year and edition	Publisher Company
1 – National	Dr. RajanSaxena	Marketing Management	2016, Fifth edition	Tata McGraw Hill Publications
2 – National	V.S. Ramaswami and S. Namakumari	Marketing Management-Indian Context *Global Perspective	2013, fifth edition	Tata McGraw Hill Publications
3 – National	Dr. Tapan Panda	Marketing Management	2009, second edition	Excel Books India
4 – International	Philip Kotler, Garry Armstrong, PrafullaAgnihotri	Principles of Marketing	2018, seventeenth edition	Pearson Education
5 – International	Philip Kotler, Kavin Lane Keller	Marketing Management	2015, fifteenth edition	Pearson Education India
6 – International	Michael J. Etzel, Bruce J. Walker, William J. Stanton	Marketing	2005, fourteenth edition-revised	McGraw Hill Higher Education

Online Resources:

Online Resources No	Web site address
1	https://managementhelp.org
2	https://bookboon.com/en/marketing-and-law-ebooks

MOOCs:

Resources No	Web site address
1	https://alison.com/course/introduction-to-marketing-management-revised
2	https://alison.com/course/understanding-your-audience-market-segmentation
3	https://alison.com/course/marketing-management-analysing-competitors-and-customers-revised
4	https://swayam.gov.in/nd1_noc19_mg48/preview

Course : MBA (General)- SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	202	Financial Management	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives:

i) To introduce the fundamentals of Financial Management
ii) To orient on the skills set required for Financial Decision Making Techniques
iii) To orient on Financial Statement Analysis and Interpretation
iv) To develop analytical skills which would help decision making in Business.
v) To develop the entrepreneurial mind set

Learning Outcomes :

i) Development of basic skill sets required for Financial Decision Making
ii) Development of analytical skill set to understand and interpret Financial Statements
iii) Graduates are able to improve their knowledge about functioning business, identifying potential business opportunities, evolvement of business enterprises and exploring entrepreneurial opportunities (BEDK)
iv) Graduates are expected to develop skills on analyzing the business data, application of relevant analysis, problem solving in the functional areas, i.e. Critical thinking- Business Analysis- Problem Solving and Innovative Solutions (CBPI)
v) Developing Social Responsiveness to contextual social issues/ problems and exploring solutions. Graduates are expected to identify problems, explore the opportunities, design the business solutions and demonstrate ethical standards in organizational decision making.(SRE)

Unit No 1	Contents
1	**Introduction** Meaning of Financial Management, Scope and Functions of Financial Management, Objectives of Financial Management Profit Vs Wealth Maximization, Finance Functions: Investment Decision, Liquidity Decision, Financing Decision and Dividend Decision
2	**Investment Decision: Capital Budgeting Decision** Meaning, Importance and process of Capital Budgeting, Concept of Time Value of Money, Capital Budgeting Techniques - Problems & case studies- Accounting Rate of Return, Payback Period, Net Present Value, Profitability Index, Discounted Payback Period, Internal Rate of Return Capital Budgeting under Risk and Uncertainty Concept and Techniques (Theory only)
3	**Liquidity Decision: Working Capital Management:** Meaning, Need and Types of Working Capital, Components of Working Capital, Factors determining Working capital, Estimation of Working Capital, Problems and Case Studies on Estimation of Working Capital, Sources of Working Capital Financing
4	**Financing Decision: Sources of Long Term Domestic Finance**: Shares, Debentures, Retained Earnings, **Capital Structure:** Meaning and Principles of Capital Structure Management, Factors affecting Capital Structure, **Cost of Capital**: Meaning, Components, Cost of Debt, Cost of Preference Share, Cost of Equity Share, Cost of Retained Earnings, and Weighted Average Cost of Capital. (Theory and Problems), **Leverage**: Concept and Types of Leverage(Problems on Leverages),

5	**Dividend Decision:** Factors determining Divined policy, Theories of Dividend- Gordon Model, Walter Model, MM Hypothesis, and Forms of Dividend Payment: Cash Dividend, Bonus Share and Stock Split, Stock Repurchase, Dividend Policies in Practice.
6	**Financial Statement Analysis**: Meaning and Types, Techniques of Financial Statement Analysis: Common Size Statement, Comparative Statement, Trend Analysis and Ratio Analysis. (Orientation level Problems on Ratio analysis)Funds Flow Statement and Cash Flow Statement. (Theory only)

Reference Books:

Sr.No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	SheebaKapil	Fundamentals of Financial Management		Pearson Publications
2 – National	I.M. Pandey	Financial Management		Vikas Publication
3 – National	Khan and Jain	Financial Management		TATA McGraw Hill
4- National	R.P. Rustogi	Financial Management		
4 – International	Eugene F. Brigham, Michael C. Ehrhardt	Financial Management – Theory and Practice	11th edition.	
5 – International	Jonathan Berk, Peter DeMarzo and Ashok Thampy	Financial Management		Pearson Publication
6 – International	Journal of International Financial Management And Accounting By Wiley Publication			
7– International	Journal of Business Finance And Accounting By Wiley Publication			

Online Resources:

Online Resources No	Resources Name	Web site address
1	Google Scholar	https://scholar.google.com/
2	Gutenberg	https://www.gutenberg.org/
3	Open Culture	http://www.openculture.com/free_ebooks
4	Open Library	https://openlibrary.org/

MOOCs:

Resources No	Resources Name	Web site address
1	Alison - free technology, language, science, health, humanities, business, math, marketing and lifestyle courses.	https://alison.com/
2	Khan Academy - free online courses and lessons	https://www.khanacademy.org/

3	Futurelearn	http://www.openculture.com/free_ebooks
4	SWAYAM which is a India MOOCs platform for which University Grants Commission has allowed upto 20% credit transfer facility.	https://swayam.gov.in/
5	University of Florida	www.coursera.org
6	University of London	www. cefims.as.uk
7	IIM ,Bangalore	www.edx.org

Course : MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	203	Human Resource Management	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives:
i. To explain the significance of HRM and changing role of HRM ii. To explain the process of HRP, Recruitment and Selection. iii. To discuss the concept of training and development iv. To illustrate the job evaluation and wage determination concepts. v. To bring out the role of HR in organization"s effectiveness and employee performance
Learning Outcomes :
i. Understand and apply Human resource Management functions for effective management of organization. ii. Ability of designing job analysis and ability to understand various manpower forecasting techniques iii. Understand the techniques of recruitment, selection and interview and ability to conduct the recruitment process iv. Understand the training needs in the organization and ability to design suitable training plan v. Understand the components of wages and salary and factors affecting it. vi. Ability to analyze issues related to performance appraisal, career planning and rewards management.

Unit No.	Contents
1	**Introduction to HRM :** Definition, Nature and Scope of HRM, Evolution of HRM, Challenges ofHRM, HR Profession and HR Department, Functions of HRM,Global perspective of HRM
2	**Human Resource Planning**: HRP, Demand and Supply forecasting, factors Affecting HRP, Job analysis and Job Design, Recruitment and Selection – Recruitment Process, Sources and Methods of Recruitment, Steps in selection.
3	**Training and Development:** Need and Importance of Training and Development, Training Need Analysis and techniques, Design Training Programme, Methods of training, Training evaluation, Executive Development,Concept of Career Development
4	**Wages and salary Management** Job Evaluation-Process and methods. Wage Determination, Types of Wages, Salary Structure,Fringe benefits, Executive Compensation
5	**Performance Appraisal:** Need and Importance of Performance Appraisal ,Performance Appraisal Process, Methods of Performance Appraisal

6	**Overview of Employee Relations Management**- Meaning and importance of Employee Relations Management, Employee Relation Management Tools, Issues in Employee Relation Management

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	. SeemaSanghi	Human Resource Management	2011	Macmilan Publication,
2 – National	V.S.P. Rao	Human Resource Management	2006	Excel Books
3 – National	. K. Ashwathappa	Human Resource Management	2007	Tata McGraw--Hill
4 – International	Gary Dessler, BijuVarkey	Human Resource Management	2016	Pearson Publication, 12thEdition
5 – International	Ronald J. Burke Cary L Cooper	Reinventing Human resources Management: Challenges and new Directions	2005	Routledge Place of Publishing London

Online Resources:

Online Resources No	Web site address
1	https://hbsp.harvard.edu/cases/
2	https://open.umn.edu/opentextbooks/textbooks/human-resource-management
3	https://www.icmrindia.org/case%20volumes/Case%20Studies%20in%20Human%20Resource%20Management%20Vol%20I.htm
4	https://www.citehr.com/
5	https://www.hr-guide.com/

MOOCs:

Resources No	Web site address
1	https://www.coursera.org/specializations/human-resource-management
2	https://swayam.gov.in/nd1_noc20_mg15/preview
3	https://alison.com/course/introduction-to-modern-human-resource-management
4	https://www.classcentral.com/course/managing-human-resources-5462
5	https://swayam.gov.in/nd1_noc20_mg15/preview

Course : MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	204	International Business	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives:

vii) To prepare the students thoroughly with the domain knowledge and global issues of International business.

viii) To discuss the reason of entering into International business through various trade theories propounded by economist and practical aspects.

ix) To demonstrate through trade data analytics as to what to export and where to export from India.

x) To discuss the role and functions of International organizations and trade organisation that is IMF, World Bank and WTO.

xi) To familiarize the students with the key trade blocks such as NAFTA, EU etc.

xii) To demonstrate the role of exchange rates in global markets.

Learning Outcomes :

V) To enable the students to take decisions related to global issues and policies.

VI) To be able to Interpret Foreign trade policy and avail incentives offered under various schemes.

VII) To analyze the trade data for decision making as to what to export and where to export.

VIII) To recall the role and functions of Global Institutions IMF, WTO and World Bank.

IX) To acquaint with the trade blocks SAARC, NAFTA, EU etc.

X) To comprehend the exchange rates practically and its implications on trade.

Unit No.	Contents
1	Introduction of International Business and Entry Strategies- Definition of International Business, Nature and Scope of International Business, Domestic Trade versus International Trade, Forms of Countertrade. Market Entry Strategies – Exporting, Importing, Joint venture, Franchising, Merger and acquisition.
2	Globalization and Cultural Issues - Definition of Globalization, Globalization of Markets, Pros and cons of Globalisation, Drivers of Globalization , Cultural environment in International Business (Hofstede Theory –Application in trade). Ease of Doing Business (Parameters given by world bank) in India and across BRICS.
3	Trade Theories, Trade Policy, Trade Analytics - Trade theories –Mercantilism, Absolute Advantage, Revealed Comparative Advantage, H.O Theory and Porters Diamond Model. International Trade Classification and Harmonized System (HS**),** Current Foreign Trade Policy in force (General Provisions), Incentives offered under FTP (Ch-3 and Ch-4 of Foreign Trade Policy). Trade Map Analytics and calculation of RCA, TII for various products, Ease of Doing Business.
4	Balance of Payment and FEMA Act - Components of BOP (Current and Capital Account) , Credit and Debit Entries in BOP, Differentiate between BOT and BOP , Key Provisions of FEMA Act 1999 and difference between FERA and FEMA. Country Risk

	Analysis and Lessons from ASIAN financial Crisis in 1997.
5	International Financial and Trade Organizations - Role of GATT, WTO, IMF and World Bank group. Dispute settlement mechanism through WTO. Levels of trade integration. Basic conceptual note of NAFTA, SAARC and European Union. Role of BRICS.
6	Foreign Exchange Market and Types of exchange rates - Direct and indirect Quotes, Concept of Nostro and Vostro Account, Types of Exchange -Fixed vs. Flexible Exchange Rate (Independent and Managed Float) , Factors affecting Foreign Exchange Rate , Role, Functions and Participants of Foreign Exchange Market
Activity	Students are required to prepare workbook (practical file) -Hands on experience on trade data analytics to find out the trade related ratios such as RCA (Revealed Comparative Analysis) and TII (Trade Intensity index). Students are advised to prepare assignment/file using HS codes given and find out the competitiveness to decide which market to enter and what products should be exported from India. Compare BRICS on EODB Ratings using data from world bank reports. Cultural differences of at least five countries by a group of students to be done.Globalisation Index to be understood in order to find out the reasons for those who are highly globalized versus those who are less globalized.Cultural differences across the countries to be explained using Hofstede theory.Key Exports from India and major markets to be studied through data analytics.

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1 – National	Rakesh Mohan Joshi (IIFT)	International Business	2009	OXFORD
2 – National	V.K Bhalla	International Business	(1 December 2013)	S. Chand
3 – National	K. Aswathappa	International Business	6th Edition 2017	McGraw Hill Education
4 – International	Donald Ball and MichealGeringer	International Business: The Challenge of Global Competition	9th Edition	McGraw-Hill Education
5 – International	Charles W. L. Hill	International Business: Competing in the Global Market Place	10 edition (1 July 2017)	McGraw Hill Education
6 – International	PrashantSalwan John D. Daniels, Lee H. Radebaugh, Daniel P. Sullivan (Author)	International Business, 15/e Fifteenth Edition, Kindle Edition	Fifteenth edition (28 July 2016)	Pearson

7 – International	Ricky W. Griffin (Author), Michael Pustay (Author)	International Business, Global Edition	8th Edition on (May 15, 2014)	Pearson

Online Resources:

Online Resources No	Web site address
1	www.imf.orf
2	www.wto.org
3	www.trademap.org
4	www.commerce.nic.in
5	www.dgft.gov.in
6	International Business Review https://www.journals.elsevier.com/international-business-review
7	Journal of International Business Studies http://www.jibs.net/
8	Open Textbook Library https://open.umn.edu/opentextbooks/textbooks/international-business

MOOCs:

Resources No	Subject	Web site address
1	International Business	https://www.openlearning.com/courses/GFMA2023/
2	International Business Environement and Global Startegy –IIMB (SushilVachani)	EDX https://www.edx.org/course/international-business-environment-and-global-stra
3	International Business	EDX https://www.edx.org/learn/international-business
4	International Business I (Coursera) Taught by -**Doug E Thomas**(university of New Mexico)	COURSERA https://www.coursera.org/learn/international-business
5	International Financial Environment	https://nptel.ac.in/courses/110105031/

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Course : MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	205	Production and Operations Management	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives :
i) To understand fundamentals of Production and Operations Management. ii) To develop an understanding of the strategic importance of Production and Operations Management. iii) To understand Production System. iv) To learn EOQ concept. v) ToacquaintthestudentswithconceptsofallthefunctionsundertheManufacturingactivitiesby introducingtheUnits Maintenance Management,SCM,JIT,QAandISOCertificationetc.
Learning Outcomes :
After learning the concepts of Production and Operations Management, students will- I) Understand various concepts of Production and Operations Management. II) Analyze the importance of Production and Operations Management and compare various issues particular to manufacturing industry. III) Classify various Production Systems. IV)Develop numerical ability to solve examples on EOQ. V) Describe the advantages of Maintenance Management, SCM, JIT, QA and ISO Certification.

Unit No.	Conents .
1	**Introduction to POM** Nature, Scope, Importance and Functions of POM, Production Process, Difference between Production and Service operations, Responsibilities of Production Manager, Production process selection decisions, Production System, Classification of Production System.
2	**Production Planning Control** ObjectivesofPPC&it"svariousfunctionsofcommonandoptionalnature,Co-ordination of PPC with other departments.Job sequencing, Assembly Line Balancing.
3	**Plant Location and Layout** Plant Location: Meaning, Need for selecting a suitable Location, FactorsaffectingPlantLocationDecision,PlantLayout: objectives, types of Plant Layout.
4	**Maintenance Management** Concepts, Need of maintenance, Objectives & types of maintenance.
5	**Inventory management** Concept, Importance, Classification of Inventory System, EOQ Model with numerical, Basic concept of Material Requirement Planning(MRP).
6	**Emerging Trends in POM** SupplyChainManagement(SCM),JustinTime(JIT),QualityControl,QualityAssurance(QA),ISOcertificatio n,Enterprise Resource Planning(ERP), Total Quality Management(TQM),TPM, Quality Circles.

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	L.C.Jhamb	Production Operations Management	2009	Everest Publishing House
2 – National	Chunawala& Patel	ProductionandOperationsManagement	2009	Himalaya Publishing House
3 – National	S.N.Chary	ProductionandOperationsManagement	2004	TataMcGrawHillLtd.
4 – International	EverettAdams&RonaldEbert.	ProductionandOperationsManagement	1992	Prentice Hall
5 – International	Martin Kenneth Starr	ProductionandOperationsManagement	2008	Cengage Learning
6 – International	James B. Dilworth, White	Production and Operations Management: An Overview	1993	Thomson Learning

Online Resources:

Online Resources No	Web site address
1	http://www.yourarticlelibrary.com
2	https://en.wikipedia.org
3	https://managementhelp.org
4	https://www.cleverism.com
5	https://commercemates.com

MOOCs:

Resources No	Web site address
1	www.swayam.gov.in
2	www.udemy.com
3	www.coursera.org

Course : MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	**Course Title**	
II	206	Research Methodology	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives:

i) To introduce the role of research in business and management
ii) To introduce the concepts of scientific research and methods of conducting scientific enquiry
iii) To identify various sources of information for literature review and data collection.
iv) To familiarize the learners with the key concepts in sampling techniques and instruments for data collection
v) To develop basic understanding of conducting surveys and reporting the research
vi) To educate on the ethical issues in conducting applied research.

Learning Outcomes :

At the end of the course the learner will

I) Develop understanding on different applications of research for managerial decision making
II) Explain key research and summarize the research articles and research reports
III) Have basic awareness of data analysis-and hypothesis testing procedures
IV) Design questionnaires and administer simple survey based projects.
V) Describe sampling methods, measurement scales and instruments, and appropriate uses of each
VI) Explain the rationale for research ethics

Unit No.	Contents
1	**Introduction to Research Methodology** Meaning, definition and objectives of research, motivations for research, type of research, Importance of research in managerial decision making , research in Research in functional / business areas. Qualities of a good researcher.
2	**Research process:** Steps in research process, Defining the research problem, Problem formulation and statement, Framing of hypothesis Research design: Meaning, characteristics, advantages and importance of research design. Measurement – types and errors in measurement. Development and designing of tools of data collection – Attitude measurement scales, Levels of measurement and questions of validity and reliability Designing of research projects – research proposal, Pilot surveys

3	**Sampling and Data Collection:** Census and sample survey. Need and importance of sampling, probability and non-probability sampling technique. Data collection – Primary and secondary sources of data, methods of collecting primary data - interview, observation, questionnaires, schedules through enumerators, surveys. Advantages and Limitations of different methods of data collection. Use of secondary data, precautions while using secondary data.
4	**Processing and Analysis of Data** Meaning, importance and steps involved in processing of data. Use of statistical tools and techniques for analysis of data. Testing of Hypotheses, Basic concepts, importance of hypothesis. Procedure of testing of hypothesis. Chi-square test – Problems on Basic application of chi square test. Analysis and Interpretation of data – Interpretations of results, Concept of Univariate, Bi-variate and multivariate analysis of data
5	**Reporting of research :** Importance of research reports, types of reports, Format of a research report, Precautions in writing a research report.. Plagiarism and its types. References and Bibliography. Dissemination of research results. Ethical issues in conducting research.
6	**Role of ICT in research** Information and Computer Technology(ICT), Important characteristics, Computer Applications for research, Use of Statistical Software Packages for research

Pedagogy- Teaching methods include readings, lectures, group discussions, exercises, and assignments and Mini Projects..
Evaluation: Assignments Presentation , Mini-project/End-Term Paper

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1 – National	Kothari C R	Research Methodology – Methods & Techniques	2014	PHI Pvt Ltd New Delhi
2 – National	Uma Sekharan	Research Methods for business	2016	Oxford
3 – National	Ranjit Kumar	Research Methodology	2009	Pearson Education
4 – International	Donald Cooper and PS Schindler	Business Research Methods	2015	Tata McGraw Hill
5 – International	Neuman, W.L.	Social Researhc Methods – Qualitative and Quantitative	2008	Pearson
6 – International	Saunders, M., Lewis, P., &Thornhill, A.	Research Methods for Business Students	2011	Pearson

Online Resources:

Sr	Web site address
1	https://www.manaraa.com/upload/43ef7b58-5c8a-4371-8aea-699609cd2aaf.pdf
2	http://ebooks.lpude.in/commerce/mcom/term_2/DCOM408_DMGT404_RESEARCH_METHODOLOGY.pdf
3	https://www.methodspace.com/open-access-sage-journals-with-a-research-methods-focus/
4	https://www.researchgate.net/deref/https%3A%2F%2Fwww.amazon.com%2Fhow-research-todays-tips-tools-ebook%2Fdp%2Fb01i5jjdxc http://www.ala.org/tools/research/larks/researchmethods
5	https://www.intechopen.com/online-first/research-design-and-methodology
6	https://lecturenotes.in/m/21513-research-methodology-
7	http://ebooks.lpude.in/commerce/mcom/term_2/DCOM408_DMGT404_RESEARCH_METHODOLOGY.pdf

MOOCs:

Resources No	Web site address
1	https://swayam.gov.in/nd2_cec20_hs17/preview
2	https://www.classcentral.com/course/researchmethods-1767
3	https://www.coursera.org/learn/research-methods
4	https://www.classcentral.com/course/swayam-introduction-to-research-5221
5	https://www.edx.org/course/introduction-to-social-research-methods
6	https://www.coursera.org/learn/qualitative-methods

Course : MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	207	Business Environment	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	**IE = 100**

Course Objectives :
i) To enable the students to understand the overall business environment within which an organization has to function. ii) To enable students to understand its implication for decision making in business organizations.
Learning Outcomes :
On the successful completion of this course the learner will be able to; i) Understand the role of managers in firms. ii) Design and develop strategic plans for the organization iii) Understand the importance of various sectors of the economy and their contribution towards national income.

Unit	Contents
1	**Introduction to Business Environment:** - Nature and scope of business, goals meaning of environment of business, objectives, environmental analysis, significance/benefits of environmental analysis, environmental factors/types, techniques of environmental forecasting, limitations of environmental forecasting.
2	**Economic Environment**: - Nature of economy, structure of economy, understanding economic system, economic policies- Industrial Policy and Trade Policy, Fiscal Policy, Monetary Policy, National Income and GDP, composition and growth trends.
3	**Regulatory Environment**: - Functions of state, Economic role of Government, Government and Legal System, the constitutional environment, forms of Government regulations, state intervention and control, business- Government interference.
4	**Socio-Cultural Environment**: - Business and Society- social responsibility of business social orientation of business, the Indian scenario, social audit, impact of culture on business, other socio-cultural factors and business, Consumer Protection Act, Consumer rights, Right to information Act, business ethics and corporate governance.
5	**Natural and Technological Environment**: - Natural Environment, technological environment and their impact on business, innovation and business technology and competitive advantage, economic effects of technology, technology policy and government promotional facilities.
6	**Global Environment and Institutions**: - Globalisation- meaning, features, benefits, challenges, globalization of Indian businesses GATT and WTO – understanding WTO, functions, structure, implications for India, regulation of foreign trade- Foreign Trade Act, EXIM policy, FEMA.

Reference Books : -

Sr. No.	Name of the Author	Title of the Book
1 National	Raj Agarwal	Business Environment
2 National	Francis Cherunilam	Business Environment
3 National	K. Aswathappa	Essentials of Business Environment

Online Resources:

Online Resources No	Web site address
1	www.rbi.org.in
4	www.economist.com
5	www.bbc.com

MOOCs:

Resources No	Web site address
1	Swayam
2	Coursera

Course : MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	208	Business Ethics and Corporate Governance	
Type	**Credits**	**Evaluation**	**Marks**
Core Elective	2	CES	IE = 100

Course Objectives:
i) To help the students understand the importance of ethical values and principles in life. ii) To enable students to comprehend the different dimensions of Business Ethics. iii) To enlighten about the corporate social responsibility in the corporate business.
Learning Outcomes :
i) The Students should be able to understand the importance of ethics and values in personal and professional life. ii) There should be a positive change in the attitude of the students towards morals, values and ethics after studying the subject. iii) The students understand their responsibility towards the society while running any business or as an employee.

Unit No.	Contents
01	Overview of Business Ethics: Importance and need for Business Ethics, Theories of Ethics, Ethical Issues in Business, Ethics and Management. Ethics and values,, Norms, Beliefs, Morality
02	**Spirituality and Ethics:** What is Spirituality? Importance, relationship between spirituality and ethics. Influence of Major religions on ethics: Hinduism, Islam, Christianity, Buddhism, Sikhism, and Zoroastrianism. Indian culture, Ethos and Values- Role of Indian ethos in managerial practices, management lessons from Vedas, Mahabharat, Bible, Quran, Kautilya‟s Arthshastra.
03	**Ethical Decision Making** : Ethical Decision Making process. Framework for ethical decision making. Ethical Dilemma, resolving ethical dilemmas, Ethical dilemmas in different business areas, finance, Marketing, HRM, IB, and technology etc. Ethical culture in organizations, Developing code of ethics and conduct, professional ethics.
04	**Corporate Governance**: Meaning and importance of corporate governance, Difference between governance and management, purpose of good governance, key pillars of corporate governance. Stakeholders: Rights and privileges; problems and protection, Board Of Directors – Role in Governance; Role and responsibilities of auditors Whistle blowing – concept of whistle blowing, whistle blowers, policy for whistle blowing . Corporate Social Responsibility (CSR)– concept and models of CSR, CSR initiatives in India.
05	**Social, Environmental and Ethical Issues in Business:** Business action that affects society (Ethical issues), Social responsibility of Business, Ethics and the Environment (pollution control and conserving depletable resources), Legal and Regulatory Issues

06	**Implementation of Business Ethics** Need for organizational ethics program, Codes of Conduct, Ethics Audit and its 4 process, Corruption and Scams, Impact of Corruption on Society and Economy, Anti-Corruption Laws, Agencies such as Central Vigilance Commission(CVC) and Central Bureau of Investigation(CBI) for anti-corruption cases, Professional values for business and managerial values **Case studies**: Major Corporate Governance Failures : Enron (USA); World.com (USA); Vivendi (France); Satyam computer (India); Sahara (India); Kingfisher Ltd (India); etc.

Reference Books:

Sr. No.	Name of Author	Title of the Book	Publisher
1 National	Murthy CSV	Business Ethics	Himalaya Publishing House
2 National	Hartman L, Chatterjee A	Perspectives in Business Ethics	McGraw Hill Publishing Co. Ltd
3 National	Ananda Das Gupta	Business Ethics –An Indian Perspective	Springer Publications
4 International	Velasquez Manuel G	Business Ethics	Eastern Economy Edition
5 International	Ferrell O C, Fraedrich John Paul, Ferrell Linda	Business Ethics, Ethical Decision Making and Cases	Biztantra
6 International	Boatright John	Ethics and the conduct of Business	Pearson Education

Online Resources:

Resource No.	Website Address
01	https://www.ethicssage.com/ethics-resources.html
02	https://maag.guides.ysu.edu/businessethics/web
03	https://www.researchgate.net/publication/226607374_Business_Ethics_Resources_on_the_Internet

MOOCs:

Sr. No.	Details
01	www.coursera.org
02	www.udemy.com
03	my-mooc.com

Course : MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	209	Introduction to Business Analytics	
Type	**Credits**	**Evaluation**	**Marks**
Open	1	CES	IE = 50

Subject / Course Objectives :

i) To gain an understanding of how managers use business analytics to formulate and solve business problems and to support managerial decision making.
ii) To become familiar with the processes needed to develop, report, and analyze business data

Learning Outcomes :

After successful completion of this course the learner will be able to :

i) Make sound managerial decisions aimed at furthering the business interests of the company.
ii) Identify, analyze and understand the problems faced by the company.
iii) Provide concrete solution to the identified business problems.

Unit No.	Contents
1	Introduction, What is Business Analytics, Overview of Areas where Business Analytics is applied
2	Visualization and Data Issues, organization of Source of Data, Importance of Data Quality, Dealing with Missing or incomplete data, data classification,
3	Data Mining: Introduction to Data Mining- classification, basic concepts, Data mining process, data mining tools XL MINER.
4	Applications of Business Analytics - Risk - Fraud Detection and Prediction, Recovery Management, Loss Risk Forecasting, Risk Profiling, Portfolio Stress Testing, Market share estimation and Sensitivity Analysis
5	Tableau: Extracting data into Tableau, data preparations, dimensions, transformation of variables, creating views , working with charts, exporting visualizations
6	CAPSTONE: A multifaceted assignment on any one of the following: Recruitment Analytics, Compensation Analytics, Talent Analytics, Training Analytics, Human Resource Retention Analytics, Workforce Analytics

Reference Books : -

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1 National	PurbaHalady Rao	Business Analytics – an application focus	2013	PHI Learning
2 National	Tanushree Banerjee Arindam Bannerjea	Business Analytics – Text and Cases	2019	SAGE Publications
3 International	Essentials of Business Analytics	BhimasankaramPochiraju, Sridhar Seshadri	2018	Springer
4 International	Gert H.N. Laursen, JesperThorland	Business Analytics for Managers	2010	Wiley and SAS Business Series
5 International	Mark J. Schniederjans, Dara G. Schniederjans and Christopher M Starkey	Business Analytics-Principles, Concepts and Applications	2014	Pearson
6 International	Jay Liebowitz	Business Analytics: An Introduction	2013	CRC Press, Taylor and Francis

Online Resources:

No	Web site address
1	https://www.managementstudyguide.com/business-analytics.htm
2	https://www.academia.edu/35314419/Bernard_Marr_Key_Business_Analytics_The_60_business_analysis_tools_every_manager_needs_to_know.pdf
3	https://www.researchgate.net/publication/320685945_Understanding_the_Role_of_Business_Analytics_Some_Applications

MOOCs:

Resources No	Web site address
1	Swayam
2	https://www.coursera.org/specializations/business-analytics
3	https://www.edx.org/course/people-management-3
4	https://www.edx.org/course/data-models-and-decisions-in-business-analytics
5	https://www.classcentral.com/course/intro-business-analytics-12295

Course : MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	210	E-commerce Application	
Type	**Credits**	**Evaluation**	**Marks**
Open	1	CES	IE = 50

Course Objectives:	
i)	To enable basic concepts about E-commerce.
ii)	To study knowledge of business models
iii)	To learn need of e-commerce security.
iv)	To enable knowledge about E-payment system.
v)	To know the e-commerce Applications.
vi)	To have an overview of M-commerce.
Course Objectives:	
i)	Basic concepts about E-commerce will be studied.
ii)	Knowledge of business models will be used.
iii)	Students will implement e-commerce security.
iv)	Better usage will be down with help of E-payment system.
v)	Where e-commerce Applications are used.
vi)	Use of M-commerce technology.

Unit No.	**Contents**
1	**Introduction to E-Commerce** Brief history of e-commerce, definitions of e-commerce, technical components and their functions, e-commerce versus traditional business,requirements of e-commerce. Advantages and disadvantages of e-commerce, Value chain in e-commerce, current status of e-commerce in India.
2	**Business Models for e-commerce** Types of business models (B2B, B2C, C2B,C2C) with examples. EDI Requirement of EDI, types of EDI, advantages and disadvantages of EDI. ISP, Types of ISP, Choosing an ISP, domain name, domain name types, how to register domain name.
3	**Business Models for e-commerce** Types of business models (B2B, B2C, C2B,C2C) with examples. EDI Requirement of EDI, types of EDI, advantages and disadvantages of EDI. ISP, Types of ISP, Choosing an ISP, domain name, domain name types, how to register domain name.
4	**E-commerce Payment System** Overview of Electronic payment technology, limitations of the traditional payment system, requirements of e-payment system. B2B Electronic Payments, Third-Party Payment Processing, Electronic Payment Gateway Electronic or digital cash, properties of digital cash, how it works. Online credit cardpayment system, smart card.

5	**E-Commerce Applications** E-Commerce and banking, e-commerce and retailing, e-commerce and online publishing, online marketing, e-advertising, e-branding.
6	**Mobile Commerce** Overview of M-Commerce - Wireless Application Protocol (WAP), Generations of Mobile Wireless Technology, Components of Mobile Commerce, Networking Standards for Mobiles Examples of M-Commerce, Current Status of M-Commerce in India, M-commerce applications, Mobile information Services, Mobile banking and trading.

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	C.S.V. Murthy	E-Commerce		Himalaya Publishing House
2 – National	P.T.Joseph	E-Commerce A Managerial Perspective		Prentice Hall of India
3 – International	Kalakota and Whinston	Frontiers of Electronic Commerce		Pearson Education

Online resources ;

Online Resources No	Web site address
1	www.udemy.com

MOOCs:

Resources No	Web site address
1	Alison
2	Sayam
3	Coursera

Course : MBA (General) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	211	Managerial Skills for Effectiveness	
Type	**Credits**	**Evaluation**	**Marks**
Open	1	CES	IE = 50

Course Objectives:

Subject / Course Objectives :
i) To offer exposure of essential managerial skills to students and developing these skills in the students. ii) To emphasize the development of the skills and knowledge required for successful managerial performance. iii) To focus on such areas as developing self-awareness iv) To develop creative problem-solving, supportive communication v) To focus on the use of power and influence, motivation techniques vi) To manage conflict
Learning Outcomes:
I) Demonstrate applicable knowledge of the common skills needed for managerial effectiveness within the functions of management. II) Demonstrate applicable knowledge of various human behavior and motivation techniques relating to leading individuals and teams. III) Demonstrate comprehension of values, power, and influence relating to organizational culture, change, and ethical decision-making in global contexts. IV) Identify and critically assess assumptions that influence decisions and actions on management, leadership, teamwork and relationship building V) Receive and integrate feedback on decision-making practices, conflict resolution skills, and teamwork behaviors with the support of a team-based coach VI) Demonstrate writing business messages and reports

Unit No.	Contents
1	Introduction to skills & personal skills: Importance of competent managers, skills of effective managers, developing self-awareness on the issues of emotional intelligence, self-learning styles, values, attitude towards change, learning of skills and applications of skills.
2	Problem solving and building relationship: Problem solving, creativity, innovation, steps of analytical problem solving, limitations of analytical problem solving, impediments of creativity, multiple approaches to creativity, conceptual blocks, conceptual block bursting. Skills development and application for above areas.
3	Building relationship Skills for developing positive interpersonal communication, importance of supportive communication, coaching and counseling, defensiveness and disconfirmation, principles of supportive communications. Personal interview management. Skill analysis and application on above areas.
4	Team building: Developing teams and team work, advantages of team, leading team, team membership. Skill development and skill application.

5	Empowering and delegating: Meaning of empowerment, dimensions of empowerment, how to develop empowerment, inhibitors of empowerment, delegating works. Skills development and skill application on above areas.
6	Communication related to course: How to make oral presentations, conducting meetings, reporting of projects, reporting of case analysis, answering in Viva Voce, Assignment writing

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year /Edition	Publisher Company
1 – National	V.S.P.Rao	Managerial Skills	2010	Excel Books, New Delhi
2 – National	Bovee, Courtland L, Thill, John V. and Raina, RoshanLal	Business Communication Today	2017	Pearson Education, New Delhi
3 – National	Ramnik Kapoor	Managerial Skills		PathMakers, Bangalore
4 – International	Barun K. Mitra	Personality Development and Soft skills		Oxford University Press
5 – International	R. Alec Mackenzie	The Time Trap: The Classic book on Time Management		
6 – International	David A Whetten, Cameron	Developing Management skills	2008	Prentice Hall

Online Resources:

Online Resources No	Web site address
1	www.futurelearn.com
2	www.classcentral.com
3	www.onlinembapage.com
4	www.businessnewsdaily.com
5	www.alison.com

MOOCs:

Resources No	Web site address
1	www.mooc-list.com
2	www.mbacentral.org
3	www.my-mooc.com
4	www.accreditedschoolsonline.org

BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY, PUNE (INDIA)

(Established u/s 3 of the UGC Act, 1956 vide Notification No.F.9-15/95-U-3 of the Govt. of India)

*** Accredited 'A+' Grade (2017) By NAAC ***

*** 'Category -I' University Status by UGC ***

*** 'A' Grade University Status by MHRD Govt. of India ***

"Social Transformation Through Dynamic Education"

SCHOOL OF DISTANCE EDUCATION

Recognized by University Grants Commission- Distance Education Bureau (UGC-DEB), New Delhi

PROGRAMME PROJECT REPORT (PPR)
OF
MASTER OF BUSINESS ADMINISTRATION- HUMAN RESOURCES
(MBA - HR)

BHARATI VIDYAPEETH DEEMED TO BE UNIVERSITY, PUNE

SCHOOL OF DISTANCE EDUCATION

Under: The Faculty of Management Studies

MASTER OF BUSINESS ADMINISTRATION – HUMAN RESOURCES (MBA - HR)

(Choice Based Credit System)

1. INTRODUCTION

The Master of Business Administration (HR) – SDE is an **Open and Distance Learning (ODL)** two-year program offered by Bharati Vidyapeeth (Deemed to be University), Pune and conducted at its Learner Support Centres in Pune, New Delhi, Karad, Kolhapur, Sangli, and Solapur. All the Learner Support Centres have experienced faculty members, excellent Laboratories, Library, and other modern facilities to provide proper learning environment to the students. This programme is very well received by the industry.

2. RATIONALE FOR SYLLABUS REVISION

The Vision and Mission statements of the MBA (HR) SDE program embodies the spirit of the mission of the University and vision of Hon'ble Dr. Patangraoji Kadam, the Founder of Bharati Vidyapeeth and Chancellor, Bharati Vidyapeeth(Deemed to be University), Pune , which is to usher in "Social Transformation Through Dynamic Education".

In view of the dynamic nature of the market, economy and evolving expectations of the stakeholders such as students, faculty members and industry in particular, the syllabus is revised periodically. Last revision was in the year 2018-19.

Over the past two years, feedback was received from various stakeholders and considering the changes that in the macro environment, a need was felt to revise the syllabus so as to suffice the requirements of the industry and society. This revised draft is the result of inputs received from the industry, academia, alumni and all stakeholders. This revised draft is the result of inputs received time to time from the industry, academia, alumni and all stakeholders.

3. VISION STATEMENT OF MBA PROGRAMME

To facilitate creation of Dynamic and Effective Business Professionals, Managers and Entrepreneurs who can transform the corporate sector, cater to the needs of the society and contribute towards Nation building.

4. OBJECTIVES OF THE MBA PROGRAMME

At Bharati Vidyapeeth (Deemed to be University), Pune the objective of MBA (HR) Program is to provide world class Business Education and develop dynamic managers, entrepreneurs and business leaders. The Program aims to enhance decision making capabilities of upcoming managers by imparting critical thinking and analytical abilities.

5. LEARNING OUTCOMES FROM THE MBA PROGRAMME

On the successful completion of this Program a student shall be able to:

1. Apply the knowledge of management theories and practices to solve business problems.
2. Foster analytical and critical thinking abilities for data-based decision making.
3. Learn new technologies with ease and be productive at all times

4. Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business.
5. Read, write, and contribute to Business literature
6. Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.

6. ACADEMIC PLANNER

	For June Admission Session Students	For January Admission Session Students
Admission Date	1st September to 31st October	1st February to 31st March
Eligibility Document Submission	1st September to 30th November	1st February to 30th April
Internal Home Assignment Submission	**For Sem - I, III -** October to November **For Sem - II, IV -** April to May	**For Sem - I, III -** April to May **For Sem - II, IV -** October to November
Examination Form Submission	**For Sem - I, III -** October to November **For Sem - II, IV -** April to May	**For Sem - I, III -** April to May **For Sem - II, IV -** October to November
University Examinations	**For Sem - I, III –** January-February **For Sem - II, IV –** June-July	**For Sem - I, III –** June-July **For Sem - II, IV –** January-February

7. ADMISSION PROCEDURE

The Application Form is available on website of BVDU School of Distance Education i.e. distance.bharatividyapeeth.edu. The candidate will have to apply for admission to any academic programme of his / her choice thorough online. The candidate will be admitted provisionally to the programme on verification of the eligibility for admission. He / She will be asked to complete the eligibility requirement by submitting the required Mark sheets, Leaving/Transfer Certificate, Educational Gap Certificate (if required), Aadhaar Card etc. After verification of required documents candidate admission will be confirmed.

8. ELIGIBILITY FOR ADMISSION TO THIS COURSE

Admission to the programme is open to Any Graduate (10+2+3) of any recognized university satisfying the following conditions:

1. The candidate should have secured at least 50% (45% for SC/ST) in aggregate at graduate level university examination.
2. The Candidate applying in final year of Bachelor's degree may also apply. Admission of such candidates will remain provisional admission until submission of final result certificates in original.

9. DURATION

The minimum duration of the MBA degree programme is two years divided into four semesters although student may complete the programme gradually within a maximum period of Four years. If Programme is not completed successfully during Four years, he/she will be required to take fresh admission.

10. MEDIUM

The medium of instruction and examination is English only.

11. FEE STRUCTURE

Sr. No.	Particular	I Year	II Year
1	Admission Fee	500/-	-
2	Tuition Fee	30000/-	30000/-
3	Examination Fee	8440/-	8540/-
Total		**38940/-**	**38540/-**

12. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

Sr. No.	Programmes	Total Programme Fees	Admission Fee	Tuition Fee	Study Material Development Cost	Contact Lectures Cost	Other Administrative / Educational Expenses
1	M.B.A. (H.R.)	60500/-	500/-	60000/-	10400/-	9600/-	28000/-

13. STUDENT SUPPORT SERVICES

a) Student Counseling:-

Full time Student Counseling Desk is available at BVDU School of Distance Education, Pune (Head Quarter). Student can contact to this office and get detail information related to Admission, Programme eligibility, Programme fees, Important Dates related to all Academic Activities, details of Learning Support Centers, Information of Examinations etc. As well as student can contact to this office through email for their queries.

b) Personal Contact Session (PCP):-

Personal Contact Sessions conducted by Learning Support Centre and organized on holidays, normally at time convenient to the student, during which a qualified expert faculty gives explanations and help to clear the doubts and difficulties of the students and also delivering instructions to the students about study material.

c) E-Learning Support:-

The electronic versions of learning resources in mobile-ready formats are available freely on 'e-Learning Environmental Portal' of School of Distance Education (econnect.bvuict.in/econnect/) for students. Details programme Syllabus; Videos of Expert Lecturers on various Topics, Self Learning Material, and Old Question Papers are also available on this portal. Student can easily access this instructional material.

d) Self Learning Material (SLM):-

Soft Copies of Self Learning Materials (SLM) will be available on e-Learning Environment of School of Distance Education (SDE) https://www.bvuict.in.

14. METHODS AND MEDIA USED IN SELF INSTRUCTIONAL MATERIAL DELIVERY

Self Instructional Material is delivered in various media. Soft Copies of Self Learning Materials (SLM) will be available on e-Learning Environment of School of Distance Education (SDE) https://www.bvuict.in. The electronic version of the learning resources including the lectures, instructional material, lectures in mobile-ready formats are available freely on the 'e-learning Environment Portal' of School of Distance Education.

15. FACULTY AND SUPPORT STAFF

As per the requirement of programme faculties (internal and external) are available in adequate number. They are conducting all academic activities related to this programme

16. EVALUATION OF LEARNER

As a part of evaluation of learner following activities are conducting at every Learner Support Center.

-Continuation / Internal Assessment of each subject.
-Conducting Tutorials.
-Conducting Term End Examinations at the end of each session.
-Question Papers Sets with Multiple Choice Questions.

17. STRUCTURE OF THE PROGRAMME

The MBA(HR) program is of 72 credits, which need minimum two years divided into four semesters to complete. During third semester students have to opt for specialization and study, the specialization courses in depth. The programme also includes Summer Training Projects of 50 days. The medium of instruction and examination will be only English. A student would be required to complete the course within FOUR academic years from the date of admission.

18. CREDITS: 72

The definition of credits is based on the following parameters:

i) Learning hours put in by the learner
ii) Learning outcomes
iii) Contents of the syllabus prescribed for the course etc.

In this system each credit can be described as:

For 2 Credits Students Should Complete Following	
Assignments	2
Synchronous Chat	3 Hrs
Asynchronous Discussion Forum	2- 10 Topics per course as per subject
Synchronous (Face-to-Face) Counselling Sessions (Theory)	6 Hrs
e-content (in terms of units)	6-8 units
Study Inputs	60 Hrs

19. A) SCHEME OF EXAMINATION

Courses having Internal Assessment (IA) and University Examinations (UE) shall be evaluated by the respective Learner Support Centre and the University at the term end for 30(Thirty) and 70(Seventy) Marks respectively. The total marks of IA and UE shall be 100 Marks and it will be converted to grade points and grades.

Courses having **only Internal Assessment (IA)** the respective Learner Support Centre will evaluate the students in various ways through **Online Test, Quiz, Home Assignments and Mini Projects** for a total of 100 marks during the term. Then the marks will be converted to grade points and grades.

Open Courses shall be evaluated by Learner Support Centres **for 50 marks only (Fifty marks only).**

B) COMPONENTS OF CONTINUOUS EVALUATION SYSTEM:

Following are the suggested components of CES,

a) Case Study/Caselet/Situation Analysis
b) Home Assignments
c) Industry Analysis
d) Online Business plan
e) Online Quiz
f) Workbook / scrapbook
g) Mini Research Projects

20. GRADING SYSTEM FOR PROGRAMMES UNDER FACULTY OF MANAGEMENT STUDIES:

The Faculty of Management Studies, Bharati Vidyapeeth (Deemed to be University), Pune has suggested the use of a 10-point grading system for all programmes designed by its Board of Studies.

The 10 point Grades and Grade Points according to the following table

Range of Marks (%)	Grade	Grade Point
80≤Marks≤100	O	10
70≤Marks≤80	A+	9
60≤Marks≤70	A	8
55≤Marks≤60	B+	7
50≤Marks≤55	B	6
40≤Marks≤50	C	5
Marks < 40	D	0

21. STANDARD OF PASSING:

For all courses, both UE and IA constitute separate heads of passing (HoP). In order to pass in such courses and to earn the assigned credits, the learner must obtain a minimum grade point of 5.0 (40% marks) at UE and also a minimum grade point of 5.0 (40% marks) at IA.

- If learner fails in IA, the learner passes in the course provided, he/she obtains a minimum 25% marks in IA and GPA for the course is at least 6.0 (50% in aggregate). The GPA for a course will

be calculated only if the learner passes at UE.

- A student who fails at UE in a course has to reappear only at UE as backlog candidate and clear the Head of Passing. Similarly, a student who fails in a course at IA he/she has to reappear only at IA as backlog candidate and clear the Head of Passing to secure the GPA required for passing.

- The performance at UE and IA will be combined to obtain GPA (Grade Point Average) for the course. The weights for performance at UE and IA shall be 70% and 30% respectively.

- GPA is calculated by adding the UE marks out of 70 and IA marks out of 30.The total marks out of 100 are converted to grade point, which will be the GPA.

22. FORMULA TO CALCULATE GRADE POINTS (GP)

Suppose that "Max" is the maximum marks assigned for an examination or evaluation, based on which GP will be computed. In order to determine the GP, Set x = Max/10 (since we have adopted 10 point system). Then GP is calculated by the following formulas

Range of Marks	Formula for the Grade Point
$8x \leq \text{Marks} \leq 10x$	10
$5.5x \leq \text{Marks} \leq 8x$	Truncate (M/x) +2
$4x \leq \text{Marks} \leq 5.5x$	Truncate (M/x) +1

Two kinds of performance indicators, namely the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a learner in all the courses in a particular semester, while the CGPA measures the cumulative performance in all the courses since his/her enrollment. The CGPA of learner when he /she completes the programme is the final result of the learner. The SGPA is calculated by the formula

$$SGPA = \frac{\sum Ck * GPk}{\sum Ck}$$

where, Ck is the Credit value assigned to a course and GPk is the GPA obtained by the learner in the course. In the above, the sum is taken over all the courses that the learner has undertaken for the study during the Semester, including those in which he/she might have failed or those for which he/she remained absent. **The SGPA shall be calculated up to two decimal place accuracy.**

The CGPA is calculated by the following formula:

$$CGPA = \frac{\sum C_k * GP_k}{\sum C_k}$$

Where, Ck is the Credit value assigned to a course and GPk is the GPA obtained by the learner in the course. In the above, the sum is taken over all the courses that the learner has undertaken for the study from the time of his/her enrollment and also during the semester for which CGPA is calculated. **The CGPA shall be calculated up to two decimal place accuracy.**

The formula to compute equivalent percentage marks for specified CGPA:

% marks (CGPA)	10 * CGPA-10	If 5.00 ≤ CGPA ≤ 6.00
	5 * CGPA+20	If 6.00 ≤ CGPA ≤ 8.00
	10 * CGPA-20	If 8.00 ≤ CGPA ≤ 9.00
	20 * CGPA-110	If 9.00 ≤ CGPA ≤ 9.50
	40 * CGPA-300	If 9.50 ≤ CGPA ≤ 10.00

23. AWARD OF HONOURS:

A student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honors are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
9.5≤CGPA ≤10	O	Outstanding	80≤Marks≤100
9.0≤CGPA ≤9.49	A +	Excellent	70≤Marks≤80
8.0≤CGPA ≤8.99	A	Very Good	60≤Marks≤70
7.0≤CGPA ≤7.99	B +	Good	55≤Marks≤60
6.0≤CGPA ≤6.99	B	Average	50≤Marks≤55
5.0≤CGPA ≤5.99	C	Satisfactory	40≤Marks≤50
CGPA below 5.0	F	Fail	Marks below 40

24. ATKT RULES:

A student is allowed to carry any number of backlog papers of Semester I and Semester II while going into Semester III. However, a student must clear all papers of Semester I and Semester II so as to become eligible for appearing in Examinations at Semester IV.

25. DUAL SPECIALIZATION:

M.B.A(HR) SDE Programme 2020-21 offers Dual Specialization to the students in second year of MBA Programme. Under dual specialization students are required to select any **Two Specialization Groups** from the list given below in 4.2.

i) Prerequisite for offering a combination of Specialization Groups

The School of Distance Education (SDE) will offer the Specializations proposed only if minimum **Twenty** students opt for the same.

ii) Specialization *Combinations*:

For MBA(HR), one specialization HR is commonly offered to the students, The second specialization may be chosen by the student from the following choices:

Specialization I	**Specialization II (any one of these)**
Human Resource Management	Human Resource Management (Core)
	Marketing Management
	Financial Management
	Information Technology Management
	International Business Management
	Production & Operations Management
	Agribusiness Management
	Retail Management

26. SUMMER INTERNSHIP:

At the end of Semester II, each student shall undertake Summer Internship in an Industry for 50 (**Fifty Days**). It is mandatory for the students to seek written approval from the Learner Support Centre about the Topic & the Organization before commencing the Summer Internship.

During Summer Internship students are expected to take necessary guidance from the faculty guide allotted by the Learner Support Centre. To do it effectively they should be in touch with their guide through e-mail or telephone.

Summer Internship Project should be a Research Projector it may be an operational assignment that involves working by the students in an organization.

In case of an operational assignment

1) Students are expected to do a project work in an organization wherein they are doing Summer Internship.
2) The students should identify specific problems faced by the organization in a functional area in which the assignment is given.

   e.g.

   a) Sales - sales targets are not achieved for a particular product or service in a given period of time.

   b) Finance – mobilization & allocation of financial resources.

   c) HR – Increase in employee turnover ratio.

3) **In this study students should focus on**

   - Identifying the reasons / factors responsible for the problems faced by the organization
   - Collection of data(Primary & Secondary) related to reasons /factors responsible for these problems
   - Data Analysis tools & interpretation
   - Findings & observations.
   - Suggestions (based on findings & observations) for improving the functioning of the

organization.

The **learning outcomes and the utility to the organization** must be highlighted in Summer Training Project Report.

4) General chapterization of the report shall be as under:

1) Introduction and Literature Review: - This chapter will give a reader the background of problem area, specific problem & how you come across it?
2) Company Profile: -
3) Objectives of the Study:-
4) Data Collection: -
5) Data Analysis &Interpretation: -
6) Findings &Observations: -
7) Suggestions:-

Annexure: -

- Questionnaire
- References

5. Technical details:

1. The report shall be printed on A-4 size white bond paper.
2. 12 pt. Times New Roman font shall be used with 1.5 line spacing for typing the report.
3. 1" margin shall be left from all the sides.
4. Considering the environmental issues, students are encouraged to print on both sides of the paper.
5. The report shall be hard bound as per the standard format of the cover page given by the Institute and shall be golden embossed.
6. The report should include a Certificate (on company's letter head) from the company duly signed by the competent authority with the stamp.
7. The report shall be signed by the Respective Guide(s), Programme Coordinator& the Programme Director of the Learner Support Centre20 (Twenty) days before the viva- voce examinations.
8. Student should prepare two hard bound copies of the Summer Internship Project Report and submit one copy in the institute. The other copy of the report is to be kept by the student for their record and future references.
9. In addition to this, students should prepare two soft copies of their Summer Training Project reports & submit one each in SDE Learner Support Centre in CD Forms.

The Summer Internship shall be assessed out 100 Marks. The break-up of these marks is as under;

Sr. No.	Assessment Criteria	Marks
1	Summer Internship Report	50 (Fifty only)
2	Viva- voce examination	50 (Fifty only)
TOTAL MARKS		**100 (Hundred**

	Only)

The examiners panel shall be approved as per the SDE &University Guidelines.

The viva –voce shall evaluate the project based on

i. Actual work done by the student in the organization
ii. Student‟s knowledge about the Company& Business Environment
iii. Learning outcomes for the Student
iv. Utility of the Studyto the Organization

27. STRUCTURE OF THE SYLLABUS

The MBA Programme as per Semesters, Credits and Marks is as follows:

Semester	Credits	Marks Distribution
I	17	850
II	17	850
III	23	950
IV	15	750
Total	**72**	**3400**

The detailed structure is as follows

MBA(HR)– SDE – Semester I

Course Code	**Semester – I**	**Credits**	**UE**	**IE**	**Total Marks**
101	Management Concepts & Applications	2	70	30	100
102	Managerial Economics	2	70	30	100
103	Financial & Management Accounting	2	70	30	100
104	Organizational Behaviour	2	70	30	100
105	Statistical Techniques	2	70	30	100
106	Legal Aspects of Business	2	70	30	100
107	Business Communication	2	70	30	100
108	Data Analysis Using advance - Excel#	2	-	100	100
See below	Open 1#	1	-	50	50
	Total No. of Credits	17	**490**	**360**	**850**

 # Departmental Papers: 108 & Open 1

108 & Open 1 are departmental papers; the Internal Examination and Evaluation of these papers will be done at Learner Support Centres.

Open Courses: Students can opt any one course from the following

Course Code	**Open Course**
1O9	Computers Application for Business
110	Social Media Management
111	Current Affairs

MBA (HR)– SDE – Semester II

Course Code	**Semester II**	**Credits**	**UE**	**IE**	**Total Marks**
201	Marketing Management	2	70	30	100
202	Financial Management	2	70	30	100
203	Human Resource Management	2	70	30	100
204	International Business	2	70	30	100
205	Production & Operations Management	2	70	30	100
206	Research Methodology	2	70	30	100
207	Organization Development and Change Management	2	70	30	100
208	Business Ethics and Corporate Governance	2	-	100	100
See below	Open 2	1	-	50	50
	Total No. Credits	**17**	590	260	850

 # Departmental Papers: 208 & Open 2

208 & Open 2 are departmental papers; the Internal Examination and Evaluation of these papers will be done at Learner Support Centres.

Open Courses: Any one course from the following

Course Code	Open course
209	Introduction to Business Analytics
210	E-Commerce Applications
211	Managerial Skills for Effectiveness

**** In addition to the above ;Add on Course having 02 (TWO) credits may be offered by the Institute on Extra fees for the course from the student.**

MBA (HR) – SDE – Semester III

Course Code	Semester – III	Credits	UE	IE	Total Marks
301	Strategic Management	2	70	30	100
302	Operations Research For Managers	2	70	30	100
303	Entrepreneurship Development and Innovation Management	2	70	30	100
HR01	Specialization I - E-(i): Human Resource Planning and Development	2	70	30	100
HR02	Specialization I - E-(ii): Labour Laws - I	2	70	30	100
See groups	Specialization II - E-(i)	2	70	30	100
	Specialization II - E-(ii)	2	70	30	100
304	**Summer Internship	6	100	-	100
305	Cross Cultural Issues & International HRM#	2	-	100	100
See below	Open 3#	1	-	50	50
	Total No. of Credits	23	590	360	950

 # Departmental Papers: 305& Open 3

305 & Open 3 are departmental papers; the Internal Examination and Evaluation of these papers will be done at Learner Support Centres.

Open Courses: Students can opt any one course from the following

Course Code	Open Course
3O6	Digital Marketing
307	Corporate Taxation
308	Negotiation Management

MBA (HR) – SDE – Semester IV

Course Code	Semester IV	Credits	UE	IE	Total Marks
401	Project Management	2	70	30	100
HR03	Specialization I - E-(iii) Compensation and Benefits Management	2	70	30	100
HR04	Specialization I - E-(iv) Competency Mapping and Performance Management	2	70	30	100
See groups	Specialization II - E-(iii)	2	70	30	100
See groups	Specialization II - E-(iv)	2	70	30	100
402	Environment & Disaster Management	2	100	-	100
403	Labour Laws II	2	-	100	100
See below	Open 4#	1	-	50	50
	Total No. Credits	15	450	300	750

 # Departmental Papers: 403 & Open 4

403& Open 4 are departmental papers; the Internal Examination and Evaluation of these papers will be done at Learner Support Centres.

Open Courses: Any one course from the following

Course Code	Open course
404	Cyber Security
405	Artificial Intelligence for Managers
406	Strategic HRM

Note: All Open Courses will be provided as Massive Open Online Courses (*MOOCs*)

LIST OF SPECIALIZATION - ELECTVES

Elective: **Marketing Management**

Sem III	
Code.	**Name of the Course**
MK01	Consumer Behaviour
MK02	Services Marketing
Sem IV	
MK03	Sales & Distribution Management
MK04	Integrated Marketing Communication

Elective**: Financial Management**

Sem III	
Code.	**Name of the Course**
FM01	Investment Analysis & Portfolio Management
FM02	Management of Financial Services
Sem IV	
FM03	Corporate Finance
FM04	International Financial Management

Elective: **Human Resource Management**

Sem III			CORE HR
Code.	**Name of the Course**	**Code.**	**Name of the Course**
HR01	Human Resource Planning and Development	HR05	Employee Relations and Labour Welfare
HR02	Labour Laws	HR06	HRD Instruments
Sem IV			**Sem IV**
HR03	Compensation and Benefits Management	HR07	Negotiation and Counseling
HR04	Competency Mapping and Performance Management	HR08	HR Audit

Elective: **International Business Management**

Sem III	
Code.	**Name of the Course**
IB01	Regulatory Aspects of International Business
IB02	Export Import Policies, Procedures and Documentation
Sem IV	
IB03	International Marketing
IB04	Global Business Strategies

Elective: **Production & Operations Management**

Sem III	
Code.	**Name of the Course**
PM01	Quality Management
PM02	Business Process Reengineering
Sem IV	
PM03	Logistics & Supply Chain Management
PM04	World Class Manufacturing Practices

Elective: **Information Technology Management**

Sem III	
Code.	**Name of the Course**
IT01	System Analysis & Design
IT02	Information System Security & Audit
Sem IV	
IT03	RDBMS with Oracle
IT04	Enterprise Business Applications

Elective: **Agribusiness Management**

Sem III	
Code.	**Name of the Course**
AM01	Rural Marketing
AM02	Supply Chain Management in Agribusiness
Sem IV	
AM03	Use of Information Technology in Agribusiness Management
AM04	Cooperatives Management

Elective: **Retail Management**

Sem III	
Code.	**Name of the Course**
R01	Introduction to Retailing
R02	Retail Management & Franchising
Sem IV	
R03	Merchandising, Display & Advertising
R04	Supply Chain Management in Retailing

School of Distance Education MBA (HR) – SDE SEMESTER I

SYLLABUS

(w.e.f. 2020 – 21)

Programme: MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
I	101	*Management Concepts and Applications*	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives :
1) To understand the basic Management Concepts and Skills. 2) To study the Principles and Functions of Management. 3) To learn the Applications of Principles of Management. 4) To familiar with the Functional areas of management. 5) To study the Leadership styles in the organization. 6) To expose to the Recent trends in management.
Learning Outcomes:
On completion of this course, the students will be able to 1) Understand the Management Concepts and Managerial Skills. 2) Focus on the Principles and Functions of Management. 3) Learn to applythePrinciples of Management in practice. 4) Familiarize with the Functional areas of management. 5) Use the effective Leadership styles in the organization. 6) Recognize the Recent trends in management.

Unit	Contents
1	**Introduction to Management:** Definition and meaning of Management, Characteristics of Management, Scope of Management, Scientific Management Approach by F.W. Taylor, Principles of Management by Henry Fayol, Levels of management, Managerial Skills, Functions of Management - Planning, Organizing, Staffing, Directing and Controlling. concept of ”POSDCORB”.
2	**Planning:** Meaning of Planning, Nature and importance of Planning, Process of Planning, Principles of Planning, Types of Plans - Single Use Plans - Repeated Use Plans, Types of Objectives, Setting Objectives, Management by Objectives (MBO), Decision making- Process of Decision making, Decision making models: classical, Administrative, Political and Vroom-Jago Model.
3	**Organizing:** Meaning of Organizing, Process of Organizing and Creation of Organization structure, Types of organizational structures - Formal and Informal, **Staffing:** Meaning of Staffing**,** Human Resource Planning - Job Analysis, Recruitment - Sources of Recruitment, Selection - Process of Selection, Placement of employees, Departmentalization - Bases of Departmentalization, Line and Staff Relationship.
4	**Directing:** Meaning of Directing, Principles of Directing, Leadership Styles, Span of Management - Determinants of Span of Management, Centralization and Decentralization, Authority,

	Responsibility and Accountability, Delegation of Authority - Advantages of Effective Delegation.Barriers to effective delegation-Guidelines for effective delegation-Distinctions between Delegation & Decentralization.
5	**Controlling:** Meaning of Controlling, Need for effective controlling, Process of Controlling, Techniques of Controlling, Relationship between Planning and Controlling, Use of IT for Controlling, Control techniques, Zero Base Budgeting and Management audit.
6	**Functional Departments And Sections -** HR, Marketing, Production & Operations, Finance, etc. **Introduction To Business Sectors:** Manufacturing (Automobile, Pharmaceutical, etc), Service (IT, Telecom, Banking, Insurance, etc), Management of SMEs.

Reference Books:

Sr.No.	Name of the Author	Title of the Book	Publisher Company
1 – National	S.A. Sherlekar and V.S. Sherlekar	Principles of Business Management	Himalaya Publishing House.
2 – National	Dr. T. Ramasamy	Principles and Practice of Management	Himalaya Publishing House.
3 – National	L.M. Prasad	Principles and Practice of Management,	Sultan Chand & Sons
4 – International	Koontz, Weihrich and A. RamchandraAryasri	Principles of Management	Tata McGraw-Hill.
5 – International	Peter F. Drucker	Practice of Management	Harper Business.
6 – International	Richard L. Daft	Principles of Management	Cengage Learning.

Online Resources:

Online Resources No	Web site address
1	http://www.ft.com/business-education.
2	http://www.makeinindia.com/policy/new-initiatives. https://india.gov.in/ http://pmindia.gov.in/en/ http://www.makeinindia.com/policy/new-initiatives https://mygov.in/group/digital-india www.skilldevelopment.gov.in/World%20Youth%20Skills%20Day.html

MOOCs:

Resources No	Web site address
1	https://www.coursera.org/learn/management-fundamentals-healthcare-administrators

Course : MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	Course Code	*Course Title*	
I	**102**	***Managerial Economics***	
Type	Credits	Evaluation	Marks
Core	2	CES	UE:IE = 70:30

Course Objectives :
Subject / Course Objectives : i) To acquaint learners with basic concepts and techniques of economic analysis and their application to managerial decision making. ii) To prepare the students for the use of managerial economics tools and techniques in specific business settings. iii) Comprehend how changes in the environment in which firms operate influence their decision-making. iv) To develop managerial skills for developing business strategy at the firm level. v) To understand recent developments in strategic thinking and how it is applied to economic decision making. vi) Identify possible external and internal economic risks and vulnerabilities to economic growth and identify policies to address them.
Learning Outcomes:
i) Understand the role of managers in firms. ii) Analyze the demand and supply conditions and assess the position of a company. iii) Estimation of production function and finding out optimal combination of input using Isoquant and Isocost. iv) Design competition strategies including costing, pricing and market environment according to the nature of the product and structure of market. v) Enable to know the importance of various sectors of the economy and their contribution towards national income. vi) Investigate potential output and compute output gaps and diagnose the outlook for the economy.

Unit No.	Contents
1	Introduction to Economics For Business -Nature and Scope of Managerial Economics, Firm and its Objectives, Theories of Firm, Role of Managerial Economics in Decision Making.
2	Demand Theory and supply- Demand and its Determination - Law of Demand, Types of Demand, Demand Function, Economic Concept of Elasticity (Price, Cross and Income Elasticity). Concept of Supply, Demand and Supply Equilibrium, Shift in Demand and Supply.
3	Theory of Production -Production function, Law of Diminishing Marginal Returns, Three stages of Production, The Long run Production function, Isoquant and Isocost curve, Importance of Production function in managerial decision making.

4	Theory of Cost - Classification of Costs - Short Run and Long Run Cost, Cost Function, Scale Economies, Scope Economies, Dual Relationship Between Cost and Production Function, Least cost combination of input (Producer Equilibrium).
5	Market Structure - Introduction to different types of Market- *Price Determination under Perfect Competition*- Introduction, Market and Market Structure, Perfect Competition, Price-Output Determination under Perfect Competition, Short-run Industry Equilibrium, Short-run Firm Equilibrium, Long-run Industry Equilibrium, Long-run Firm Equilibrium under Perfect Competition. *Pricing Under Imperfect Competition*- Introduction, Monopoly, Price Discrimination under Monopoly, Monopolistic Competition, Oligopoly (Kinked Curve), Game theory.
6	Macroeconomic markets and Integration -Product Market: Saving and Investment Function, consumption function. Aggregate demand and Aggregate supply. Fiscal Policy and Monetary Policy for uplifting the economy. Types of Business Cycle.
Activity	Students are required to prepare workbook (practical file) -Hands on practice towards diagrams of Demand, Supply, Markets and price determination. News from economic times –For Policy Making, Industry related and country specific. Applications of managerial economics in different firms. Comparing the GDP and other key indicators across the countries. Macroeconomic indicators and the role of fiscal policy in uplifting economy.

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1 National	DN Dwivedi	Managerial Economics	2015	Vikas Publishing
2 National	G.S Gupta	Managerial Economics: Micro Economic	2004	McGraw Hill
3 National	H.L.Ahuja	Managerial Economics	2017	S. Chand
4 International	D. Salvatore	Managerial Economics	2015	Oxford
5 International	R.Dornbusch, S.Fischer	Macro Economics	2018	McGraw Hill
6 International	A.Koutsoyiannis	Micro Economics	1979	Mac Millan

Online Resources:

Online Resources No	Web site address
1	www.rbi.org.in
2	www.economicshelp.org
3	www.federalreserve.gov
4	www.economist.com
5	www.bbc.com
6	International Journal of Economic policy in Emerging Economieshttps://www.inderscience.com/jhome.php?jcode=ijepee
7	Journal of International Economicshttps://www.journals.elsevier.com/journal-of-international-economics/

MOOCs:

Resources No	Web site address
1	Swayam –IIT https://swayam.gov.in/nd1_noc20_mg20/preview
2	Swayam –IIM https://swayam.gov.in/nd2_imb19_mg16/preview
3	EDX –IIM https://www.edx.org/course/introduction-to-managerial-economics-2
4	Coursera https://www.coursera.org/specializations/managerial-economics-business-analysis

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Course : MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	Course Code	*Course Title*	
I	**103**	***Financial and Management Accounting***	
Type	Credits	Evaluation	Marks
Core	2	CES	UE:IE = 70:30

Course Objectives :

i) To acquaint the learners with the fundamentals of Financial Accounting.
ii) To orient to the Accounting mechanics involved in preparation of Books of Accounts and Financial Statements of a sole proprietor
iii) To make the students familiar with International Accounting Standards and International Financial Reporting Standards (IFRS)
iv) To introduce the concepts of Cost and Management Accounting
v) To orient the students about application of budgetary control as a technique of Management Accounting
vi) To acquaint the students with application of Standard Costing and Marginal Costing as techniques of Management Accounting.

Learning Outcomes :

I. Learners will able to know the fundamentals of Financial Accounting and Accounting Principles
II. Learners will demonstrate the ability to prepare Financial Statements of a sole proprietor
III. Learners will understand the utility and importance of International Accounting Standards and International Financial Reporting Standards (IFRS)
IV. Learners will be familiar with concepts of Cost and management Accounting
V. Learners will be able to apply the technique of Budgetary Control
VI. Learners will be able to apply the technique of Standard Costing and Marginal Costing.

Name : -	Syllabus – Financial and Management Accounting
Unit No : 1	**Introduction to Financial Accounting** Financial Accounting: Definition, Objectives and Scope Accounting Concepts and Conventions, GAAP, Branches of Accounting Accounting Cycle, End Users of Financial Statements
Unit No : 2	**Accounting Mechanics** Principles of Double Entry Book-Keeping, Journal Ledger and Preparation of Trial Balance (Theory only) Preparation of Trading, Profit & Loss Account and Balance Sheet of a Sole Proprietor
Unit No : 3	**Introduction to International Accounting Standards** Development of international accounting Standards and financial reporting rules Need and Advantages of International Financial Reporting Standards (IFRS) IFRS for Small and Medium Enterprises(SMEs).
Unit No : 4	**Introduction to Cost and Management Accounting** Cost Accounting: Meaning and Importance Classification of Costs, Preparation of Cost Sheet (Theory only)

	Management Accounting: Definition, Nature and Scope Distinction between Financial Accounting and Management Accounting
Unit No : 5	**Techniques of Management Accounting (Budgetary Control)** Meaning, Objectives, Advantages and Limitations of Budgetary Control Types of Budgets Preparation of Flexible Budget and Cash Budget
Unit No : 6	**Techniques of Management Accounting (Standard Costing and Marginal Costing)** Meaning of Standard Costing, Steps to implement Standard Costing Variance Analysis of Material and Labour Costs Marginal Costing – Meaning of Marginal Cost, Characteristics and Advantages of Marginal Costing, Cost-Volume-Profit Analysis – Profit/Volume ratio, Break-Even Analysis and Margin of Safety

Reference Books:

Reference Books (Publisher)	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	S.N. Maheswari	An Introduction to Accounting	11th edition	Vikas
2 – National	Ambarish Gupta	Financial Accounting for Management	5th edition	Pearson
3 – National	Ashok Seghal, Deepak Seghal	Taxman"s Financial Accounting	2015 edition	Taxman
4 – International	Colin Drury, Huddersfield	Cost and Management Accounting	7th 2011	Cengage Learners
5 – International	Pauline Weetman Fin	Financial and Management Accounting – An introduction,	7th 2015	Pearson
6 – International	Jan Williams , Sue Haka , Mark Bettner , Joseph Carcell	Financial & Managerial Accounting ,	18th edition	McGraw hill

Online Resources:

Online Resources No	Web site address
1	https://www.moneycontrol.com/
2	www.icai.org
3	https://www.ifrs.org/
4	https://icmai.in/icmai
5	https://www.rbi.org.in/

MOOCs:

Resources No	Web site address
1	https://www.coursera.org/learn/wharton-accounting
2	https://www.classcentral.com/course/whartonaccounting-769
3	https://swayam.gov.in/nd2_cec19_cm04/preview
4	https://swayam.gov.in/nd1_noc19_mg36/preview
5	https://www.coursera.org/learn/accounting-for-managers

Course : MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	Course Code	*Course Title*	
I	**104**	***Organizational Behavior***	
Type	Credits	Evaluation	Marks
Full Credit	2	CES-	UE:IE = 70:30 - 100

Course Objectives:
i) To create Dynamic and Effective Business Professionals and Leaders. ii) To transform the individuals to cater to the needs of the society and contribute to Nation building iii) To develop entrepreneurs to register different aspects of their business under remedial individual and team behavior. iv) To improve Organizational Behavior by having a sound knowledge of cultural differences.
Learning Outcomes :
i) Understand the expected individual and team behavior in business world. ii) The awareness of applicable leadership qualities for entrepreneurs / corporate / managers. iii) To develop skills and inculcate motivational concepts. iv) To be aware of individual, cultural difficulties of organizations and to be able to master over them.

Unit No.	Contents
1	Introduction to Organizational Behaviour – Definition - Evolution of the Concept of OB- Contributions to OB by major behavioural science disciplines - Challenges and Opportunities for OB managers - Models of OB study
2	Individual Behavior : Perception – Factors influencing perception, Process, Perception distortion- halo effect, stereotyping, projection, Attitudes and Job Satisfaction - Components of Attitude - Major Job Attitudes - Job Satisfaction, Job involvement, Organizational Commitment. Personality and Values - Personality Determinants - MBTI, Big - Five Model, Values - Formation - Types of Values, Learning- Theories of Learning –reinforcement
3	Motivation Concepts to applications: Concept of motivation - Definition - Theories of Motivation - Maslow‟s' need Theory, Herzberg‟s Two factor theory, McClelland, Porter and Lawler Model, ERG Theory - Theory X and Theory Y Equity Theory - Vroom's Expectancy Theory – Application of Motivation concept, Individual motivation and motivation in the organization, Cultural Differences in Motivation, Intrinsic and Extrinsic Motivation, The Job Characteristics model – Work Redesign
4	Group Behavior: Group - Formation of Group - Classification - informal and formal groups, Group Properties - Roles, norms, status, size and cohesiveness - Group decision making – Group Shift, Group Think, **Teams**: team building: selecting team members, team roles, stages in team development, team building, team identity, team loyalty, commitment to shared beliefs, multi-disciplinary teams,

	Team Dynamics: decision-making behaviour, dysfunctional teams, Understanding teams - creating effective teams. Conflict - Process - Conflict management
5	Leadership: Concept of Leadership - Traits of good Leader - Difference between Leader and Manager - Theories of Leadership – Trait theory, Behavioral theory and Contingency theory, Ohio State and Michigan Studies - Blake and Mouton theory - Fielders model - Likert's model. Managers as leaders. 3D leadership model. Leadership Styles. The management Grid, Future perspectives of Leadership
6	The Organization System : Stress: meaning and types, burnout, causes and consequences of stress, strategies to manage stress, Workforce diversity- Diversity management strategies. Culture - Definition, Culture's function, need and importance of Cross Cultural training – Organizational Change – Forces for change, resistance to change, Managing organizational change.

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 National	Kavita Singh	Organizational Behaviour	2015, 3rd edition	Pearson Publication
2 International	Robbins, Timothy Judge, SeemaSanghi	Organizational Behaviour	12th edition	Stephen Pearson Prentice Hall
3 National	M N Mishra	Organizational Behaviour	2010	Vikas Publishing House Pvt. Limited
4 International	Fred Luthans	Organizational Behaviour	13th edition	Mc Grow Hill Inc
5 International	John Newstrom and Keith Davis	Organizational Behaviour	11th edition	Tata McGrow Hill

Online Resources No	Web site address
1	www.bretlsimmons.com. ...
2	https://www.youtube.com/watch?v=JIa7vP3gyL4
3	www.positivesharing.com
4	https://www.youtube.com/watch?v=r2Xv9Am7PWQ

MOOCs:

Resources No	Web site address
1	Alisons
2	Swayam

Course : MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	Course Code	*Course Title*	
I	**105**	***Statistical Techniques***	
Type	Credits	Evaluation	Marks
Core	2	CES	UE:IE = 70:30

Course Objectives:
I. To introduce to the learner the importance of statistical techniques in business applications II. To familiarize with the basic concepts of statistical techniques. III. To expose to the Graphical representation of data. IV. To impart skills in computation and application of correlation and regression. V. To understand the basics of probability and testing of hypotheses
Learning Outcomes:
After learning the concepts of Statistical Techniques, students will be able to have a I) Develop numerical ability to solve examples on various topics and specifically formation and Testing of Hypothesis II) Have clear understanding of various statistical tools and their applications in Business. III) Analyze the importance of Statistical Techniques in different functional areas of Management. IV) Apply Correlation and Regression Techniques in Business applications. V) To apply the statistical techniques to small data sets for analysis and interpretation

Name : -	Contents
Unit No : 1	Introduction to Statistics: Introduction to Statistics, Importance of Statistics in modern business environment. Scope and Applications of Statistics. Advantages and limitations of Statistics. Sources of data – Primary and secondary, Universe or Population, Sample, Concept of Sampling, Advantages of Sampling, Types of Sampling. Classification, Tabulation and Presentation of Data, Requisites of a good classification, Types of classification, Methods of classification, Tabulation - Frequency and Frequency Distribution, Diagrammatic and graphic representation of Data – Bar diagrams, Pie chart, Histogram, Frequency polygon , Frequency curve, Ogive curves
Unit No : 2	**Measures of Central Tendency and Dispersion:** Statistical Averages - Arithmetic mean, Median and Mode, Positional averages - Quartiles, deciles and percentiles. Dispersion – Range - Quartile deviations, Mean deviation ,Standard

	Deviation -Properties of standard deviation, Variance, Coefficient of Variation. Applications in business and management.
Unit No : 3	**Correlation**: Correlation, Types of Correlation, Scatter diagram, Karl Pearson‟s correlation coefficient, Properties of Karl Pearson‟s correlation coefficient, Spearman‟s Rank Correlation Coefficient.Association of attributes.
Unit No : 4	Regression - Regression analysis,Regression lines, Regression coefficients. Business application.
Unit No : 5	Elementary probability concepts, Probability Distributions- Binomial, Poisson and Normal Distribution
Unit no 6	Introduction to Testing of Hypothesis: Null and alternate hypothesis, Significance Level, type I and Type II error, Chi – Square Test.

Reference Books:

Reference Books (Publisher)	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	S.C.Gupta & Indira Gupta	Business Statistics	2016	Himalaya Publishing House
2 – National	Bhardwaj R. S.	Business Statistics	2009	Excel Books India
3 – National	R.P. Hooda	Statistics for Business and Economics	2013	Vikas Publishing House
4 – International	Richard I. Levin & David	Statistics for Management	1994	Prentice Hall
5 – International	Robert S. Witte, John S. Witte	Statistics	2014	John Wiley & Sons
6 – International	Dr. Jim McClave, Dr. Terry Sincich	Statistics for Business and Economics	2011	Pearson

Online Resources:

Online Resources No	Web site address
1	http://www.yourarticlelibrary.com
2	https://en.wikipedia.org
3	https://managementhelp.org
4	https://www.cleverism.com
5	https://commercemates.com

MOOCs:

Resources No	Web site address
1	www.swayam.gov.in
2	www.udemy.com
3	www.coursera.org

Course : MBA (HR) – **SDE** – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	Course Code	Course Title	
I	**106**	**Legal Aspects of Business**	
Type	Credits	Evaluation	Marks
Core	2	CES	UE:IE = 70:30

Course Objectives:
Subject / Course Objectives : i) To create Dynamic and Effective Business Professionals ii) To transform the stake holders to cater to the needs of the society and contribute to Nation building iii) To improve decision making by having a sound knowledge of law. iv) To develop entrepreneurs to register different aspects of their business under the law.
Learning Outcomes :
I) To extrapolate the legal knowledge to business. II) The graduates‟ attributes reflect legal knowledge and understanding global Competencies. III) To demonstrate domain comprehensive knowledge. IV) To articulate with business skills. V) To inculcate the culture of abiding law. VI) To Develop a coherent approach.

Units	Contents
Unit 1	- Introduction to Business laws, structure and sources of law, **Law of contract- The Indian Contract Act,1872** –Introduction, Objectives, Definition of a Valid Contract, Offer and Acceptance, Capacity to Contract, Consent ,Consideration, Performance of Contracts, Discharge of Contracts, Breach of Contract and Void Agreements, Quasi Contracts **Contracts of Guarantee and indemnity, Bailment, Pledge**
Unit 2	**Contract of Agency** – Introduction, Agent and Agency, general rules, Modes of creation of Agency, Classification of Agents, Duties and Rights of Agents, Principal‟s Duties to the Agent and his Liability to Third Parties
Unit 3	**Law of sales of Goods** – Essentials of contract of sale, Goods and their classification, Sale, Agreement to Sell and Hire Purchase, Conditions and Warranties (Implied and Expressed), Unpaid seller and his rights, rights of buyer. **Law of Negotiable Instruments** – Negotiable instruments, Promissory notes, Bills of exchange, Cheques, Dishonour,

Unit 4	**Consumer Protection Act**-Introduction, Definitions – consumer, complaint, complainant, Rights of Consumers, Nature and Scope of Complaints, Remedies Available to Consumers **The Partnership Act, 1932 -** types of partners, formation of partnership, rights and liabilities of partners.
Unit 5	**The Company's Act, 2013 (Amended)**: Introduction and types of companies, Formation of a Company, Memorandum of Association, Articles of Association, Winding up. Arbitration and Conciliation Act, 1996 – Types of Arbitration, Alternative Dispute Resolution, Arbitration agreement, Arbitral Tribunal, Arbitral proceedings.
Unit 6	**Information Technology Act, 2000 Amended 2018**, Definition - —Certifying Authority, Controller, Digital Signature and electronic governance, Role of certifying authorities, Functions of controller, Offences Intellectual Property Laws- Introduction and types of IPR,

Land mark case laws to be cited and discussed.

Reference Books:

Reference Books (Publisher)	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	N.D. Kapoor	Mercantile Law	2019	Eastern Book Company
2 – National	Narayan	Intellectual Property Laws	2019	
3 – National	Bare Act	The Patent Act	2019	
4 –National	Bare Act	The Trademark Act	2019	
5 – International	Bare	The Negotiable Act	2019	

Online Resources:

Online Resources No	Web site address
1	https://www.mca.gov.in/Ministry/pdf/CompaniesAct2013.pdf
2	http://www.ipindia.nic.in/writereaddata/Portal/IPOAct/1_43_1_trade-

	marks-act.pdf
3	http://legislative.gov.in/sites/default/files/A1996-26.pdf
4	http://www.ipindia.nic.in/writereaddata/Portal/IPOAct/1_31_1_patent-act-1970-11march2015.pdf
5	https://www.youtube.com/watch?v=vlk40C91HqQ

MOOCs:

Resources No	Web site address
1	Alisons

Course : MBA (HR)- SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	**Course Title**	
	107	**Business Communication**	
Type	**Credits**	**Evaluation**	**Marks**
Core	**2**	**CES**	**UE:IE =70:30**

Course Objectives:
i) To familiarize the students with the process of communication, make them understand the principles and techniques of Business Communication. ii) To enable students to comprehend the different dimensions of Business Communication. iii) To enlighten about the communications strategy for managers.
Learning Outcomes:
i) The Students should be able to communicate effectively in professional circles. ii) There should be a positive change in the oral and written communication skills of the students after studying the subject. iii) The students should be able to draft business letters, give effective presentations write formal reports and deliver speeches independently.

Unit No.	Contents
01	Basic Principles of Communication*:* Introduction, Understanding Communication, the Communication Process, Barriers to Communication, the Importance of Communication in the Workplace, Types of Communication channels, their effectiveness and limitations
02	Communication in Organizations Communication needs of business organization, Strategies for improving Organizational communication, direction of flow of communication in organization, networks of flow of communication–wheel network, chain network, Y network, circle network. Feedback, types of feedback, importance of feedback Intra-organizational communication, inter-organizational communication. Inter-cultural communication – guidelines for effective communication across cultures
03	Developing Oral Business Communication Skills: Introduction, Advantages of Oral Communication, Speech Writing, Creative Writing, Public Speaking, Presentation Skills –Techniques for effective Presentations, Qualities of a skillful Presenter. Exercises for Oral Communications – Individual and Group Presentations, Extempore, Role Playing, Debates and Quiz
04	The Importance of Listening and Reading Skills: Introduction, what is listening? Barriers to Listening, Strategies for Effective Listening, Listening in a Business Context Reading Skills for Effective Business Communication*:* Introduction, what is reading? Types of reading, SQ3R Technique of Reading.
05	Guidelines for Written Business Communication: Introduction, General Principles of Writing, Principles of Business Writing

	Internal Business Communication: Writing Memos, Circulars and Notices: Introduction, What is a Memo? Circulars and Notices, Meetings, Notices, agenda, minutes of the meeting Communicating through Email, Communication with Shareholders External Business Communication– *Writing Business Letters*: Introduction, Principles of Business Letter Writing, Types of Business Letters, Format for Business Letters (Types of business letters: office order, office circular, invitation letters, enquiry letters, trade reference letters, etc Letters from Purchase department, Letters from the Sales/Marketing Department, Accounts department, Personnel department, Letters of social significance, Tenders, Quotations and Orders, Banking Correspondence, Letters of enquiry, dealing with complaints) Exercises for Written Communications: Essay writing, Poster Making, Writing, an Advertisement Copy, Slogans, Captions, & preparing Press notes, Letter Of Acceptance, Letter Of Resignation Writing Business Reports*:* Introduction, What is a Report? Types of Business Reports, Format for Business Reports, Steps in Report Preparation Employment Communication – Resumes and Cover Letters: Introduction, Writing a Resume, Writing Job Application Letters, Other Letters about Employment Group Discussions and Interviews: Introduction, What is a Group Discussion? Attending Job Interviews, Preparation for GD and Interviews.
06	Technology enabled communication–role of technology, different forms of technology for communication, Telephone Etiquette, Netiquette Communication Strategy for Managers: Communicating different types of messages – positive or neutral messages, negative messages, persuasive messages, effective team communication, motivational communication

Reference Books:

Sr. No.	Name of Author	Title of the Book	Publisher
1 National	MeenakshiRaman,Prakash Singh	Business Communication	Oxford Higher Education
2 National	R.K.Madhukar	Business Communication	Vikas Publications
3 National	UrmilaRai, S M Rai	Business Communication	Himalaya Publications
4 International	Shirley Taylor	Communication for Business	Pearson Longman Publications
5 International	Kerry Patterson, Joseph Grenny	Crucial Conversations: Tools for Talking When Stakes Are High	McGraw-Hill
6 International	John V. Thill, Courtland L. Bovee	Excellence in Business Communication	Pearson Publications

Online Resources:

Resource No.	Website Address
01	https://www.freebookcentre.net/business-books-download/Business-Communication.html
02	https://open.umn.edu/opentextbooks/textbooks/business-communication-for-success
03	https://courses.lumenlearning.com/wm-businesscommunicationmgrs/

MOOCs:

Sr. No.	Details
01	www.coursera.org
02	www.udemy.com
03	my-mooc.com

Course : MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
I	108	Data Analysis Using Advance – Excel	
Type	**Credits**	**Evaluation**	**Marks**
Open	2	CES	IE = 100

Course Objectives:
• i) To train the student for using the spreadsheet package MS-Excel for business applications. • To impart skills of analyzing data and presenting it using MS-Excel.
Learning Outcomes :
Understand the different functions of MS Excel Use MS Excel for analysis of Data

Unit No.	Contents
1	**Introduction to Excel** MS excel screen elements – Tool bar, title bar, ribbon, formula bar, status bar. Moving around a Worksheet, entering and formatting (e.g. Number, Text, Date and Currency) data. Cell referencing (relative, absolute, mixed), using formulae, Use of Find, Replace, Goto.
2	**Working with Excel** Insert, delete - cells, rows, columns. Sorting (basic, custom), filtering, grouping, ungrouping data, dealing with subtotals and grand totals. Validating data, protecting cells. Pivot Tables.
3	**Conditional Formatting** Once defined, it will automatically change the formats as per conditions user puts
4	**Commonly used functions** Sum, Max, Min, Average, Count, Today, Now, Datedif, Countif, CountA, CountBlank, Round, Roundup, Round Down, ABS, Sign, Ceiling, Floor, Trim, Value, Clean, sqrt, if, sumif
5	**Data Viewing and Reviewing** Inserting comments, spell checks and changes to the worksheet data etc, Viewing data in different ways eg. Page break, normal etc
6	**Creating and managing charts** Create and modify graphs / charts like Column, Line, Pie, Bar, Area, Scatter, 3D etc. Working with multiple sheets, hyper linking

Reference Books:

1. Albright : Data Analysis and Decision Making Using MS Excel
2. Stwphen Nelson : Data Analysis For DuMmIES
3. Narayan Ash Sah: Data Analysis Using Microsoft Excel 1/e, Excel Books

Course : MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	Course Code	*Course Title*	
I	**109**	**Computers Application for Business**	
Type	Credits	Evaluation	Marks
Open	1	CES	IE = 50

Course Objectives
i) To impart the IT skills and Knowledge required for managers. ii) To help the students understand the basics of computer technology and Networking iii) To help the students develop the use of Tools like Microsoft Word, Microsoft Excel and Power point iv) To orient the students about the E-Commerce technology and its applications in Business world. v) To help the students understand various Information Systems implemented in organizations vi) To acquaint the students with various current trends and concepts of computer Technology.
Learning Outcomes:
i) Students will be able to gain the basic knowledge of Computer Technology ii) Students will be able to know the basics of computer technology and Networking iii) Students will be able to practically use the tools like Microsoft Word, Microsoft Excel and Power point iv) Students will understand the E-commerce technology and its applications v) Students will have a greater understanding of with Information Systems implemented in organizations vi) Students will be familiar with new terms and trends of computer technology

Unit No.	Contents
1	**Introduction to Computer Technolog**y, Basic operations and connecting Devices and External Operating devices, Types of Software: (system, Utility, Applications) types of application software (content access, end user, enterprise, simulation, application suite), examples, selecting and acquiring software options for procuring the software (licensed, sold, public domain, open source, freeware, shareware), software trends and issues (mobile applications, integration of in-house and outsourced services strategy, cloud based enterprise solutions), Data Base, Data Base Management Systems

2	**Networking:** Definition of Network, Types of Networks, Advantages of Networks, **Internet:** Definition , concept, advantages, threats, applications
3	**Microsoft Word, Microsoft Excel, Microsoft PowerPoint :** **IT Skills: Lab sessions necessary** Microsoft Office- Introduction and working with MS Word, Features - insert headers and footers, insert table and table options, Mail Merge.etc **MS Power point**- Basic introduction, features, Creating & Formatting Content Collaborating – Track, Edit, Add, Delete Comments, Merge Managing & Delivering Presentations, design a template, entering data to graph, organization chart, slide transitions, creating slide shows. **MS Excel** – Basic functions, Creating, Analyzing & Formatting Data & Content Collaborating – Insert, View, Edit etc. Managing Workbooks, advance functions, sensitivity analysis, Pivot tables etc.
4	**E-COMMERCE** : E-commerce : Definition, evolution, advantages. Types of E-commerce: B2B, B2C, C2C, E-governance,. Impact of E-commerce on Banking Industry. How Banking Industry has evolved post E-commerce applications.
5	**Introduction to MIS:** Principles of MIS, Characteristics, functions, structure & Classification of MIS, information for decisions; MIS in Manufacturing, Marketing, Finance Human Resource Management, Materials & Project Management; Brief idea about knowledge management, Information Technology in Knowledge Management, Roles of people in knowledge management. Types of information systems(TPS, MIS, DSS, ESS, ES, KWS), GIS Information systems and functional areas- Transaction processing system, Human Resource systems and Marketing systems, Operations and FinancialManagement Systems.
6	Current trends- Integrated enterprise system (ERP, CRM, and SCM), COBIT- IT governance tool, changing role of CIO. Concept of SMAC (Social, Mobile, Analytics and Communication), use of Social media face book, tweeter, LinkedIn etc. for general communication and business communication, social media for marketing, email and video conferencing tools for business communication, Analytical tools of data interpretation. Latest terms in computer technology: Definition and concept of Agile Development, Big Data, Business Intelligence, Cloud Computing, Content Management, Disruptive Technology, Green Technology, Artificial Intelligence, Wearable devices, Machine Learning, GUI (Graphical user Interface)

Reference Books

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1 – National	Ramesh Bahl	Information Technology for Managers		Tata Macgraw Hill
2 – National	Pradeep K. Sinha	Computer Fundamentals		BPB Publications
3 – National	A. K. Saini, Pradeep Kumar	Computer Application in Management		Anmol Publications
4 – International	Geoff Walsham	"Interpreting Information Systems in Organizations"		The Global Text Project , 2011, http://www.saylor.org/site/textbooks/Information%20Systems%20for%20Business% 20and%20Beyond.pdf

5 – International	Henry C. Lucas	"Information Technology for Management"		McGraw-Hill/Irwin , 2009
6 – International	David T. Bourgeois	"Information Systems for Business and Beyond"		Saylor Foundation , 2014

Online Resources:

Online Resources No	Web site address
1	https://www.webopedia.com/
2	http://intronetworks.cs.luc.edu/current/ComputerNetworks.pdf
3	https://www.managementstudyguide.com/understanding-e-commerce.htm
4	https://www.sigc.edu/department/mba/studymet/ManagmentInformationSystem.pdf
5	https://www.tutorialspoint.com/management_information_system/basic_information_concepts.htm

MOOCs:

Resources No	Web site address
1	https://www.coursera.org/browse/information-technology
2	https://www.udemy.com
3	https://alison.com

Course: MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	Course Code	Course Title	
I	**110**	**Social Media Management**	
Type	Credits	Evaluation	Marks
Open	1	CES	IE-50

Course Objectives:

i) To understand the concept of Social Media and its utility in marketing efforts.
ii) To study the implementation of social media campaign.
iii) To study the importance of social media in the promotion of a product or service.

Learning Outcomes:

i) Effective utilization of Social Media in connecting with the target market.
ii) Using the social media for the implementation of marketing strategies

Unit No.	Contents
1	Defining your target customer based on the usual demographics, age, gender, identifying your target customer‟s marital status, where they live, or what their hobbies are, understanding their basic needs, identifying the topics of interests by studying the customer‟s feedback research analysis,
2	Customer acquisition elements with human approach, why you'll use social media for business, and identify KPIs, Building a Community, designing a media planning strategy, use of social media for marketing strategies, four critical steps you'll need to take to stand out and learn the processes behind taking each step
3	Designing the metrics with which you can measure the growth based on: • Number of group members • Engagement on your live videos • Engagement on your daily posts • Questions your group is asking
4	Increase brand awareness, use of metrics to assess brand awareness, boost engagement, customer engagement strategies based on their basic needs, targeting the customers and target strategy
5	Criteria of choosing the right social network to engage audience, monthly active users, utility and usage study of Twitter, facebook, Instagram, Pinterest, youtube and other social media sites, asses their pros and cons before launching your website or social media channel
6	Characteristics of creating content that will engage target audience, planning content calendar, designing keywords: transactional, informational, and navigational, create a content plan, building trust through consistent engagement, measure progress Project/blog or website in development of content and hosting youtube channel to be designed by the students in the area of their interest

Reference Books:

Sr.No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
4 – International	Jeff Abston	**Youtube Growth Hacking**	2018	CreateSpace Independent Publishing Platform
5 – International	Gary Vaynerchuk	**Crushing It**	2018	Harper Business
6 – International	Donald Miller	**Building a StoryBrand: Clarify Your Message So Customers Will Listen**	2017	HarperCollins Leadership

Online Resources:

Online Resources No	Web site address
1	https://www.socialmediaexaminer.com/how-to-create-social-media-marketing-content-plan-in-7-steps/
2	https://sproutsocial.com/insights/social-media-content-strategy/
3	https://www.smartinsights.com/social-media-marketing/social-media-strategy/creating-social-media-content-strategy-plan/
4	https://blog.hootsuite.com/books-social-media-manager-read/
5	https://business.linkedin.com/marketing-solutions/success/marketing-case-studies?src=go-pa&trk=sem_lms_gaw&veh=Google_Search_APAC_IN_NB-Social_Beta_DR_English_249875649279__%2Bsocial%20%2Bmedia%20%2Bcontent_c__aud-790231220534:kwd-

MOOCs:

Resources No	Web site address
1	https://www.udemy.com/course/social-media-content-creation-101/?utm_source=adwords&utm_medium=udemyads&utm_campaign=DSA_Catchall_la.EN_cc.INDIA&utm_content=deal4584&utm_term=_._ag_82569850245_._ad_398023114490_._kw__._de_c_._dm__._pl__._ti_dsa-302692350888_._li_9061696_._pd__._&matchtype=b&gclid=CjwKCAjwguzzBRBiEiwAgU0FT4Nw0wI0EFDvWkNXjH5HJAVwbz0wGrBf-w1sPG825KK75SXokKSHWRoCmwwQAvD_BwE
2	https://www.upgrad.com/digital-marketing-and-communication-pgc-mica/?utm_source=Google&utm_medium=Search&utm_campaign=mv_dm_pgc_google_search_highintent-25-64_t1_all&utm_content=social_media_course&utm_term=%2Bsocial%20%2Bmedia%20%2Bcourse&gclid=CjwKCAjwguzzBRBiEiwAgU0FTwsPEZYDW61_qg_cc4F6ZtE9L3B15Z_Ldr343-RNgNUa-r-a7LdQNhoCTUgQAvD_BwE
3	https://www.coursera.org/specializations/social-media-marketing
4	https://iversity.org/en/courses/digital-and-social-media-marketing

Course: MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	Course Code	*Course Title*	
I	**111**	**Current Affairs**	
Type	Credits	Evaluation	Marks
Open	1	CES	50

Course Objectives :
i) Apply the knowledge of management theories and practices in resolving the business problems. ii) Foster analytical and critical thinking abilities for data-based decision making. iii) Learn new technologies with ease and be productive at all times iv) Read, write, and contribute to Business literature v) Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.
Learning Outcomes:
I) To enable the students to take decisions related to critical current business issues. II) To be able to Interpret and understand the current business issues. III) To analyze business current affairs. IV) To acquaint with the current happenings in the business. vi) To comprehend the current affairs and its implications on businesses at national and international level.

Unit	Contents
1	Economics, Sports, Awards, Politics, Emerging sectors, Finance and Banking sector, IT Sector, ecommerce, Energy sector etc.,
2	Population Census, National Issues, Indian Economy, Indian Judiciary, State Animals and Symbols, Awards and their importance, Name of the Scientist who got Noble prize for important discoveries, Important Days
3	Social Schemes, Reports, Committee and Commission, Accident and calamities, First in India, Environment, Science and Technology,
4	International leadership, International Reports, International committees and recommendations, Geographical event around the world, International Awards, First in the world
5	Summary of Important Books, such as Wings of fire- An autobiography of APJ Abdul Kalam, Mahatma Gandhi Autobiography : The story of my experiments with truth., The Discovery of India by Jawaharlal Nehru, The First- Time Manager, A Survival Guide. Networking For Success., Medici Effect, .ABC's of Selling etc.,
6	Students are required to prepare workbook (practical file) for assimilating data of different events. Make presentations, Study the related topic independently and analyse and relate the current decision with the issue.

Reference Books:

Sr.No.	Name of the Author	Title of the Book	Year	Publisher

			Addition	Company
1..National	Dr. Abdul Kalam&ArunTiwari	Wings of fire- An autobiography of APJ Abdul Kalam	1999	University Press
2. National	Mahatma Gandhi	Mahatma Gandhi Autobiography : The story of my experiments with truth.	1948	Dover Publication
3 – National	Jawaharlal Nehru	The Discovery of India by Jawaharlal Nehru	2008	Penguin
4 – International	Loren B. Belker, Gary S. Topchick	The First- Time Manager	2005	Amacom
5 – International	Bear Grylls	A Survival Guide for life – How to achieve your goals, thrive in adversity, and grow in character.	2013	July
6 – International	FransJohanson	The Medici Effect- What Elephants & Epidemics can teach us about Innovation.	2004	HBS Press
7 – International	Charles Futrell	ABC's of Selling	1989	Irwin

Online Resources:

Online Resources No	Web site address
1	https://dea.gov.in
2	https//finmin.nic.in
3	www.wto.org
4	www.commerce.nic.in
5	www.weforum.com
6	**https://www.journals.elsevier.com/**
7	**http://www.jibs.net/**
8	**Open Textbook Library https://open.umn.edu/opentextbooks/textbooks/international-business**

MOOCs:

Resources No	Web site address
1. Economics	https://www.es.corporatefinanceinstitute.com
2. Politics	https://www.classcentral.com/course/edx-contemporary-issues-in-world-politics-11431?utm_source=mooc_report&utm_medium=web&utm_campaign=new_courses_october_2018
3. Business	EDX https://www.edx.org/learn/international-business
4. Leadership	https://www.classcentral.com/course/edx-agile-leadership-principles-and-practices-11920?utm_source=mooc_report&utm_medium=web&utm_campaign=new_courses_october_2018
5. International Financial Environment	https://nptel.ac.in/courses/110105031/

SCHOOL OF DISTANCE EDUCATION,

MBA(HR)

SEMESTER II

SYLLABUS

(w.e.f. 2020_21)

Course : MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	**Course Title**	
II	**201**	**Marketing Management**	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives:

Course Objectives :

i) To understand the core concepts of Marketing and approaches to Marketing.

ii) To differentiate the Marketing and Selling processes.

iii) To study the Marketing Environment and understand its influence on Marketing Decisions.

iv) To study the concept of Segmentation, Targeting and Positioning.

v) To understand the Marketing Mix Elements and their utility in Marketing.

vi) To Study the concept of Marketing Research and Marketing Information Systems.

Course Outcomes:

i) Gain a solid understanding of key marketing concepts and skills.

ii) Identify and demonstrate the dynamic nature of the environment in which marketing decisions are taken and appreciate the implications for marketing strategy determination and implementation.

iii) Develop the students' skills in applying the analytical perspectives on the concepts of marketing and the decisions related to segmentation, targeting and positioning, determining marketing mix etc.

iv) Develop an understanding of the underlying concepts, strategies and the issues involved in the exchange of products and services and control the marketing mix variables in order to achieve organizational goals.

v) Develop strong marketing research plans and persuasively communicate your recommendations and rationale.

vi) Discuss the scope and managerial importance of marketing research and its role in the development of marketing strategy

Unit No.	Contents
1	Basics of Marketing: Definition and meaning of Marketing, Core concepts of Marketing - Need, Want, Demand, Value,Exchange,Customer satisfaction & Customer delight, Differentiation between Sales and Marketing,Approaches to Marketing - Product, Production,Sales, Marketing, Societal and Relational. Marketing environment - Micro and Macro marketing environment
2	Definition and meaning of consumer behaviour, importance of consumer behaviour, different buying roles, buying motives and its types, buying decision making process.
3	Segmentation, Targeting and Positioning:Meaning, need and importance, bases for consumer market segmentation and industrial market segmentation, evaluation of identified segments and selection and evaluation of target market. Targeting strategies: Levels of market segmentation: segment marketing, niche marketing, local marketing, individual marketing. Positioning and Differentiation: meaning, concept, product, service, people and image differentiation, ways to position the product.
4	Marketing Mix: Concept, Seven P"s of marketing mix: Product – meaning, levels of product, product mix- product line – decisions : line stretching, filling, pruning , width, length, depth. Product life cycle (PLC) – Concept, stages in PLC, characteristics and strategies for each stage of PLC. New product development process, Brand – Concept, Brand Creation Price – meaning, objectives of pricing, pricing approaches- cost based, competition based, and market based, pricing strategies- skimming pricing, penetrative pricing,psychological or odd pricing, perceived value pricing, loss leader pricing etc. Place- Importance of distribution in marketing of products or services, Types of intermediaries, levels of channels, Channel Management Decisions- factors considered for selection and motivation of dealers and retailers, channel conflict- concept, types of channel conflict, ways to resolve channel conflicts Promotion- Elements of promotion mix: meaning of advertising- 5 Ms. of Advertising, sales promotion, personal selling, public relations, publicity, direct marketing and event marketing and sponsorship.
5	Marketing Research:Need and Importance of Marketing Research, Marketing Research

	Process, Types of Marketing Research. Marketing Information System- overview.
6	Marketing Planning and Control:Marketing Planning Process, nature and contents of a marketing plan. Need of marketing control, Annual plan control, productivity control, efficiency control and strategic control- marketing audit.

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year and edition	Publisher Company
1 – National	Dr. RajanSaxena	Marketing Management	2016, Fifth edition	Tata McGraw Hill Publications
2 – National	V.S. Ramaswami and S. Namakumari	Marketing Management-Indian Context *Global Perspective	2013, fifth edition	Tata McGraw Hill Publications
3 – National	Dr. Tapan Panda	Marketing Management	2009, second edition	Excel Books India
4 – International	Philip Kotler, Garry Armstrong, PrafullaAgnihotri	Principles of Marketing	2018, seventeenth edition	Pearson Education
5 – International	Philip Kotler, Kavin Lane Keller	Marketing Management	2015, fifteenth edition	Pearson Education India
6 – International	Michael J. Etzel, Bruce J. Walker, William J. Stanton	Marketing	2005, fourteenth edition-revised	McGraw Hill Higher Education

Online Resources:

Online Resources No	Web site address
1	https://managementhelp.org
2	https://bookboon.com/en/marketing-and-law-ebooks

MOOCs:

Resources No	Web site address
1	https://alison.com/course/introduction-to-marketing-management-revised
2	https://alison.com/course/understanding-your-audience-market-segmentation
3	https://alison.com/course/marketing-management-analysing-competitors-and-customers-revised
4	https://swayam.gov.in/nd1_noc19_mg48/preview

Course : MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	Course Code	*Course Title*	
II	**202**	**Financial Management**	
Type	Credits	Evaluation	Marks
Core	2	CES	UE:IE = 70:30

Course Objectives:

i) To introduce the fundamentals of Financial Management
ii) To orient on the skills set required for Financial Decision Making Techniques
iii) To orient on Financial Statement Analysis and Interpretation
iv) To develop analytical skills which would help decision making in Business.
v) To develop the entrepreneurial mind set

Learning Outcomes :

i) Development of basic skill sets required for Financial Decision Making
ii) Development of analytical skill set to understand and interpret Financial Statements
iii) Graduates are able to improve their knowledge about functioning business, identifying potential business opportunities, evolvement of business enterprises and exploring entrepreneurial opportunities (BEDK)
iv) Graduates are expected to develop skills on analyzing the business data, application of relevant analysis, problem solving in the functional areas, i.e. Critical thinking- Business Analysis-Problem Solving and Innovative Solutions (CBPI)
v) Developing Social Responsiveness to contextual social issues/ problems and exploring solutions. Graduates are expected to identify problems, explore the opportunities, design the business solutions and demonstrate ethical standards in organizational decision making.(SRE)

Unit No 1	Contents
1	**Introduction** Meaning of Financial Management, Scope and Functions of Financial Management, Objectives of Financial Management Profit Vs Wealth Maximization, Finance Functions: Investment Decision, Liquidity Decision, Financing Decision and Dividend Decision
2	**Investment Decision: Capital Budgeting Decision** Meaning, Importance and process of Capital Budgeting, Concept of Time Value of Money, Capital Budgeting Techniques - Problems & case studies- Accounting Rate of Return, Payback Period, Net Present Value, Profitability Index, Discounted Payback Period, Internal Rate of Return Capital Budgeting under Risk and Uncertainty Concept and Techniques (Theory only)
3	**Liquidity Decision: Working Capital Management:** Meaning, Need and Types of Working Capital, Components of Working Capital, Factors determining Working capital, Estimation of Working Capital, Problems and Case Studies on Estimation of Working Capital, Sources of Working Capital Financing
4	**Financing Decision: Sources of Long Term Domestic Finance**: Shares, Debentures, Retained Earnings, **Capital Structure:** Meaning and Principles of Capital Structure Management, Factors affecting Capital Structure, **Cost of Capital**: Meaning, Components, Cost of Debt, Cost of Preference Share, Cost

	of Equity Share, Cost of Retained Earnings, and Weighted Average Cost of Capital. (Theory and Problems), **Leverage**: Concept and Types of Leverage(Problems on Leverages),
5	**Dividend Decision:** Factors determining Divined policy, Theories of Dividend- Gordon Model, Walter Model, MM Hypothesis, and Forms of Dividend Payment: Cash Dividend, Bonus Share and Stock Split, Stock Repurchase, Dividend Policies in Practice.
6	**Financial Statement Analysis**: Meaning and Types, Techniques of Financial Statement Analysis: Common Size Statement, Comparative Statement, Trend Analysis and Ratio Analysis. (Orientation level Problems on Ratio analysis)Funds Flow Statement and Cash Flow Statement. (Theory only)

Reference Books:

Sr.No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	SheebaKapil	Fundamentals of Financial Management		Pearson Publications
2 – National	I.M. Pandey	Financial Management		Vikas Publication
3 – National	Khan and Jain	Financial Management		TATA McGraw Hill
4- National	R.P. Rustogi	Financial Management		
4 – International	Eugene F. Brigham, Michael C. Ehrhardt	Financial Management – Theory and Practice	11th edition.	
5 – International	Jonathan Berk, Peter DeMarzo and Ashok Thampy	Financial Management		Pearson Publication
6 – International	Journal of International Financial Management And Accounting By Wiley Publication			
7– International	Journal of Business Finance And Accounting By Wiley Publication			

Online Resources:

Online Resources No	Resources Name	Web site address
1	Google Scholar	https://scholar.google.com/
2	Gutenberg	https://www.gutenberg.org/
3	Open Culture	http://www.openculture.com/free_ebooks
4	Open Library	https://openlibrary.org/

MOOCs:

Resources No	Resources Name	Web site address
1	Alison - free technology, language, science, health, humanities, business, math, marketing and lifestyle courses.	https://alison.com/
2	Khan Academy - free online courses and lessons	https://www.khanacademy.org/
3	Futurelearn	http://www.openculture.com/free_ebooks

4	SWAYAM which is a India MOOCs platform for which University Grants Commission has allowed upto 20% credit transfer facility.	https://swayam.gov.in/
5	University of Florida	www.coursera.org
6	University of London	www. cefims.as.uk
7	IIM ,Bangalore	www.edx.org

Course : MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	Course Code	*Course Title*	
II	**203**	**Human Resource Management**	
Type	Credits	Evaluation	Marks
Core	2	CES	UE:IE = 70:30

Course Objectives:

i. To explain the significance of HRM and changing role of HRM
ii. To explain the process of HRP, Recruitment and Selection.
iii. To discuss the concept of training and development
iv. To illustrate the job evaluation and wage determination concepts.
v. To bring out the role of HR in organization's effectiveness and employee performance

Learning Outcomes :

i. Understand and apply Human resource Management functions for effective management of organization.
ii. Ability of designing job analysis and ability to understand various manpower forecasting techniques
iii. Understand the techniques of recruitment, selection and interview and ability to conduct the recruitment process
iv. Understand the training needs in the organization and ability to design suitable training plan
v. Understand the components of wages and salary and factors affecting it.
vi. Ability to analyze issues related to performance appraisal, career planning and rewards management.

Unit No.	Contents
1	**Introduction to HRM :** Definition, Nature and Scope of HRM, Evolution of HRM, Challenges of HRM, HR Profession and HR Department, Functions of HRM, Global perspective of HRM
2	**Human Resource Planning**: HRP, Demand and Supply forecasting, factors Affecting HRP, Job analysis and Job Design, Recruitment and Selection – Recruitment Process, Sources and Methods of Recruitment, Steps in selection.
3	**Training and Development:** Need and Importance of Training and Development, Training Need Analysis and techniques, Design Training Programme, Methods of training, Training evaluation, Executive Development, Concept of Career Development
4	**Wages and salary Management** Job Evaluation-Process and methods. Wage Determination, Types of Wages, Salary Structure,Fringe benefits, Executive Compensation
5	**Performance Appraisal:** Need and Importance of Performance Appraisal ,Performance Appraisal Process, Methods of Performance Appraisal

6	**Overview of Employee Relations Management**- Meaning and importance of Employee Relations Management, Employee Relation Management Tools, Issues in Employee Relation Management

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	. SeemaSanghi	Human Resource Management	2011	Macmilan Publication,
2 – National	V.S.P. Rao	Human Resource Management	2006	Excel Books
3 – National	. K. Ashwathappa	Human Resource Management	2007	Tata McGraw--Hill
4 – International	Gary Dessler, BijuVarkey	Human Resource Management	2016	Pearson Publication, 12thEdition
5 – International	Ronald J. Burke Cary L Cooper	Reinventing Human resources Management: Challenges and new Directions	2005	Routledge Place of Publishing London

Online Resources:

Online Resources No	Web site address
1	https://hbsp.harvard.edu/cases/
2	https://open.umn.edu/opentextbooks/textbooks/human-resource-management
3	https://www.icmrindia.org/case%20volumes/Case%20Studies%20in%20Human%20Resource%20Management%20Vol%20I.htm
4	https://www.citehr.com/
5	https://www.hr-guide.com/

MOOCs:

Resources No	Web site address
1	https://www.coursera.org/specializations/human-resource-management
2	https://swayam.gov.in/nd1_noc20_mg15/preview
3	https://alison.com/course/introduction-to-modern-human-resource-management
4	https://www.classcentral.com/course/managing-human-resources-5462
5	https://swayam.gov.in/nd1_noc20_mg15/preview

Course : MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	Course Code	*Course Title*	
II	**204**	**International Business**	
Type	Credits	Evaluation	Marks
Core	2	CES	UE:IE = 70:30

Course Objectives:

vii) To prepare the students thoroughly with the domain knowledge and global issues of International business.

viii) To discuss the reason of entering into International business through various trade theories propounded by economist and practical aspects.

ix) To demonstrate through trade data analytics as to what to export and where to export from India.

x) To discuss the role and functions of International organizations and trade organisation that is IMF, World Bank and WTO.

xi) To familiarize the students with the key trade blocks such as NAFTA, EU etc.

xii) To demonstrate the role of exchange rates in global markets.

Learning Outcomes :

V) To enable the students to take decisions related to global issues and policies.

VI) To be able to Interpret Foreign trade policy and avail incentives offered under various schemes.

VII) To analyze the trade data for decision making as to what to export and where to export.

VIII) To recall the role and functions of Global Institutions IMF, WTO and World Bank.

IX) To acquaint with the trade blocks SAARC, NAFTA, EU etc.

X) To comprehend the exchange rates practically and its implications on trade.

Unit No.	Contents
1	Introduction of International Business and Entry Strategies- Definition of International Business, Nature and Scope of International Business, Domestic Trade versus International Trade, Forms of Countertrade. Market Entry Strategies – Exporting, Importing, Joint venture, Franchising, Merger and acquisition.
2	Globalization and Cultural Issues - Definition of Globalization, Globalization of Markets, Pros and cons of Globalisation, Drivers of Globalization , Cultural environment in International Business (Hofstede Theory –Application in trade). Ease of Doing Business (Parameters given by world bank) in India and across BRICS.
3	Trade Theories, Trade Policy, Trade Analytics - Trade theories –Mercantilism, Absolute Advantage, Revealed Comparative Advantage, H.O Theory and Porters Diamond Model. International Trade Classification and Harmonized System (HS**),** Current Foreign Trade Policy in force (General Provisions), Incentives offered under FTP (Ch-3 and Ch-4 of Foreign Trade Policy). Trade Map Analytics and calculation of RCA, TII for various products, Ease of Doing Business.
4	Balance of Payment and FEMA Act - Components of BOP (Current and Capital Account) , Credit and Debit Entries in BOP, Differentiate between BOT and BOP , Key Provisions of FEMA Act 1999 and difference between FERA and FEMA. Country Risk Analysis and Lessons from ASIAN financial Crisis in 1997.

5	International Financial and Trade Organizations - Role of GATT, WTO, IMF and World Bank group. Dispute settlement mechanism through WTO. Levels of trade integration. Basic conceptual note of NAFTA, SAARC and European Union. Role of BRICS.
6	Foreign Exchange Market and Types of exchange rates - Direct and indirect Quotes, Concept of Nostro and Vostro Account, Types of Exchange -Fixed vs. Flexible Exchange Rate (Independent and Managed Float) , Factors affecting Foreign Exchange Rate , Role, Functions and Participants of Foreign Exchange Market
Activity	Students are required to prepare workbook (practical file) -Hands on experience on trade data analytics to find out the trade related ratios such as RCA (Revealed Comparative Analysis) and TII (Trade Intensity index). Students are advised to prepare assignment/file using HS codes given and find out the competitiveness to decide which market to enter and what products should be exported from India. Compare BRICS on EODB Ratings using data from world bank reports. Cultural differences of at least five countries by a group of students to be done.Globalisation Index to be understood in order to find out the reasons for those who are highly globalized versus those who are less globalized.Cultural differences across the countries to be explained using Hofstede theory.Key Exports from India and major markets to be studied through data analytics.

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1 – National	Rakesh Mohan Joshi (IIFT)	International Business	2009	OXFORD
2 – National	V.K Bhalla	International Business	(1 December 2013)	S. Chand
3 – National	K. Aswathappa	International Business	6th Edition 2017	McGraw Hill Education
4 – International	Donald Ball and MichealGeringer	International Business: The Challenge of Global Competition	9th Edition	McGraw-Hill Education
5 – International	Charles W. L. Hill	International Business: Competing in the Global Market Place	10 edition (1 July 2017)	McGraw Hill Education
6 – International	PrashantSalwan John D. Daniels, Lee H. Radebaugh, Daniel P. Sullivan (Author)	International Business, 15/e Fifteenth Edition, Kindle Edition	Fifteenth edition (28 July 2016)	Pearson
7 – International	Ricky W. Griffin (Author), Michael	International Business, Global	8th Edition on (May 15, 2014)	Pearson

	Pustay (Author)	Edition		

Online Resources:

Online Resources No	Web site address
1	www.imf.orf
2	www.wto.org
3	www.trademap.org
4	www.commerce.nic.in
5	www.dgft.gov.in
6	International Business Review https://www.journals.elsevier.com/international-business-review
7	Journal of International Business Studies http://www.jibs.net/
8	Open Textbook Library https://open.umn.edu/opentextbooks/textbooks/international-business

MOOCs:

Resources No	Subject	Web site address
1	International Business	https://www.openlearning.com/courses/GFMA2023/
2	International Business Environement and Global Startegy –IIMB (SushilVachani)	EDX https://www.edx.org/course/international-business-environment-and-global-stra
3	International Business	EDX https://www.edx.org/learn/international-business
4	International Business I (Coursera) Taught by -**Doug E Thomas**(university of New Mexico)	COURSERA https://www.coursera.org/learn/international-business
5	International Financial Environment	https://nptel.ac.in/courses/110105031/

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Course : MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	205	Production and Operations Management	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives :
i) To understand fundamentalsofProduction and Operations Management. ii) To develop an understanding of the strategic importance of Production and Operations Management. iii) To understand Production System. iv) To learn EOQ concept. v) ToacquaintthestudentswithconceptsofallthefunctionsundertheManufacturingactivitiesby introducingtheUnits Maintenance Management,SCM,JIT,QAandISOCertificationetc.
Learning Outcomes :
After learning the concepts of Production and Operations Management, students will- I) Understand various concepts of Production and Operations Management. II) Analyze the importance of Production and Operations Management and compare various issues particular to manufacturing industry. III) Classify various Production Systems. IV)Develop numerical ability to solve examples on EOQ. V) Describe the advantages of Maintenance Management, SCM, JIT, QA and ISO Certification.

Unit No.	Conents
1	**Introduction to POM** Nature,Scope,ImportanceandFunctionsof POM,ProductionProcess, DifferencebetweenProductionandServiceoperations, Responsibilities of Production Manager,Productionprocessselectiondecisions, Production System, Classification of Production System.
2	**Production Planning Control** Objectivesof PPC&it"svarious functionsofcommonand optionalnature,Co-ordination of PPC with other departments.Job sequencing, Assembly Line Balancing.
3	**Plant Location and Layout** Plant Location: Meaning, Need for selecting a suitable Location,FactorsaffectingPlantLocationDecision,PlantLayout: objectives,types of Plant Layout.
4	**Maintenance Management** Concepts, Need of maintenance, Objectives & types of maintenance.
5	**Inventory management** Concept, Importance, Classification of Inventory System, EOQ Model with numerical,BasicconceptofMaterial Requirement Planning(MRP).
6	**EmergingTrendsinPOM** SupplyChainManagement(SCM),Justin

	Time(JIT),QualityControl,QualityAssurance(QA),ISOcertification,Enterprise ResourcePlanning(ERP), TotalQualityManagement(TQM),TPM, Quality Circles.

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	L.C.Jhamb	Production Operations Management	2009	Everest Publishing House
2 – National	Chunawala& Patel	ProductionandOperationsManagement	2009	Himalaya Publishing House
3 – National	S.N.Chary	ProductionandOperationsManagement	2004	TataMcGrawHillLtd.
4 – International	EverettAdams&RonaldEbert.	Productionand OperationsManagement	1992	Prentice Hall
5 – International	Martin Kenneth Starr	Productionand OperationsManagement	2008	Cengage Learning
6 – International	James B. Dilworth, White	Production and Operations Management: An Overview	1993	Thomson Learning

Online Resources:

Online Resources No	Web site address
1	http://www.yourarticlelibrary.com
2	https://en.wikipedia.org
3	https://managementhelp.org
4	https://www.cleverism.com
5	https://commercemates.com

MOOCs:

Resources No	Web site address
1	www.swayam.gov.in
2	www.udemy.com
3	www.coursera.org

Course : MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	**Course Title**	
II	206	Research Methodology	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives:

i) To introduce the role of research in business and management
ii) To introduce the concepts of scientific research and methods of conducting scientific enquiry
iii) To identify various sources of information for literature review and data collection.
iv) To familiarize the learners with the key concepts in sampling techniques and instruments for data collection
v) To develop basic understanding of conducting surveys and reporting the research
vi) To educate on the ethical issues in conducting applied research.

Learning Outcomes :

At the end of the course the learner will

I) Develop understanding on different applications of research for managerial decision making
II) Explain key research and summarize the research articles and research reports
III) Have basic awareness of data analysis-and hypothesis testing procedures
IV) Design questionnaires and administer simple survey based projects.
V) Describe sampling methods, measurement scales and instruments, and appropriate uses of each
VI) Explain the rationale for research ethics

Unit No.	Contents
1	**Introduction to Research Methodology** Meaning, definition and objectives of research, motivations for research, type of research, Importance of research in managerial decision making , research in Research in functional / business areas. Qualities of a good researcher.
2	**Research process:** Steps in research process, Defining the research problem, Problem formulation and statement, Framing of hypothesis Research design: Meaning, characteristics, advantages and importance of research design. Measurement – types and errors in measurement. Development and designing of tools of data collection – Attitude measurement scales, Levels of measurement and questions of validity and reliability Designing of research projects – research proposal, Pilot surveys

3	**Sampling and Data Collection:** Census and sample survey. Need and importance of sampling, probability and non-probability sampling technique. Data collection – Primary and secondary sources of data, methods of collecting primary data - interview, observation, questionnaires, schedules through enumerators, surveys. Advantages and Limitations of different methods of data collection. Use of secondary data, precautions while using secondary data.
4	**Processing and Analysis of Data** Meaning, importance and steps involved in processing of data. Use of statistical tools and techniques for analysis of data. Testing of Hypotheses, Basic concepts, importance of hypothesis. Procedure of testing of hypothesis. Chi-square test – Problems on Basic application of chi square test. Analysis and Interpretation of data – Interpretations of results, Concept of Univariate, Bi-variate and multivariate analysis of data
5	**Reporting of research :** Importance of research reports, types of reports, Format of a research report, Precautions in writing a research report.. Plagiarism and its types. References and Bibliography. Dissemination of research results. Ethical issues in conducting research.
6	**Role of ICT in research** Information and Computer Technology(ICT), Important characteristics, Computer Applications for research, Use of Statistical Software Packages for research

Pedagogy- Teaching methods include readings, lectures, group discussions, exercises, and assignments and Mini Projects..
Evaluation: Assignments Presentation , Mini-project/End-Term Paper

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1 – National	Kothari C R	Research Methodology – Methods & Techniques	2014	PHI Pvt Ltd New Delhi
2 – National	Uma Sekharan	Research Methods for business	2016	Oxford
3 – National	Ranjit Kumar	Research Methodology	2009	Pearson Education
4 – International	Donald Cooper and PS Schindler	Business Research Methods	2015	Tata McGraw Hill
5 – International	Neuman, W.L.	Social Researhc Methods – Qualitative and Quantitative	2008	Pearson
6 – International	Saunders, M., Lewis, P., &Thornhill, A.	Research Methods for Business Students	2011	Pearson

Online Resources:

Sr	Web site address
1	https://www.manaraa.com/upload/43ef7b58-5c8a-4371-8aea-699609cd2aaf.pdf
2	http://ebooks.lpude.in/commerce/mcom/term_2/DCOM408_DMGT404_RESEARCH_METHODOLOGY.pdf
3	https://www.methodspace.com/open-access-sage-journals-with-a-research-methods-focus/
4	https://www.researchgate.net/deref/https%3A%2F%2Fwww.amazon.com%2Fhow-research-todays-tips-tools-ebook%2Fdp%2Fb01i5jjdxc http://www.ala.org/tools/research/larks/researchmethods
5	https://www.intechopen.com/online-first/research-design-and-methodology
6	https://lecturenotes.in/m/21513-research-methodology-
7	http://ebooks.lpude.in/commerce/mcom/term_2/DCOM408_DMGT404_RESEARCH_METHODOLOGY.pdf

MOOCs:

Resources No	Web site address
1	https://swayam.gov.in/nd2_cec20_hs17/preview
2	https://www.classcentral.com/course/researchmethods-1767
3	https://www.coursera.org/learn/research-methods
4	https://www.classcentral.com/course/swayam-introduction-to-research-5221
5	https://www.edx.org/course/introduction-to-social-research-methods
6	https://www.coursera.org/learn/qualitative-methods

Course : MBA (HR)– SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	207	Organization Development and Change Management	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	**CES**	**IE = 100**

Course Objectives :
To understand principles and practices of behavioural science to identify the organizational changes and challenges to know the different intervention strategies
Learning Outcomes :
On the successful completion of this course the learner will be able to; • To apply behavioral science principles and practices to increase individual and organizational effectiveness • To diagnose and address organizational challenges using planned intervention strategies

Unit	Contents
1	**Organizational Change**: Concept and Significance; Managing Change; Concept of Analyzing the Environment; Types of Change: Continuous or Incremental Change; Discontinuous or Radial Change; Participate Change and Directive Change; Change Levers; Levels of Change: Knowledge Changes; Attitudinal Changes; Individual Behaviour Changes and Organizational Performance Changes.
2	**Implementing Change:** Models and theories of planned change, System Theory, Parallel Learning Structure, Action Research, personal and organizational barriers to change, Overcoming Resistance to change
3	**Organization Development (OD)** - Introduction To Organization Development (OD) : Definition ,growth and Historical overview of OD, Growth and evolution of OD, Managing The OD Process Entering and contracting- Entering into an OD Relationship and developing a contract, Diagnosing- The Need for Diagnostic Models ,Organizational -level ,Group -level and Individual-level Diagnosis; Ethical issues in Client-Consultant relationship.
4	**Designing Interventions**: An overview of OD Interventions, Classification, Individual , Interpersonal and Team Interventions –Individual and Third - party Peace making Intervention, T-Groups, Behavioral Modeling, Life and Career Planning, Coaching and Mentoring, Transactional Analysis, TQM
5	**Team Interventions:** Importance of teams, characteristics of effective teams, types of team building –Group Diagnostic meeting, Role Analysis Technique(RAT),Role Negotiation Technique, Process consultation Approach

6	**Organization Theory, Design & Structure** : Theories of Organization structure, Survey feedback Method, Beckhardts confrontation meeting, Grid organization Development, Organization transformation, The MBO Approach to OD, Work redesign, Learning Organization, Organization Design and Work Culture

Reference Books : -

Sr. No.	Name of the Author	Title of the Book
1 National	Kavitha Singh	Organisational change and Development , Excel Books NewDelhi,2010
2 National	Madhukar Shukla,	„Understanding Organisations" – „Organisational Theory & Practicein India", Prentice Hall of India, 2005
3 National	Venkataratnam C.S., Varma, Anil	(ed) : Challenge of Change : IndustrialRelations in Indian Industry : Allied Pub. Ltd., New Delhi .
4. National	Pattanayak, Biswajeet and Kumar Pravash,	Change for Growth, WheelerPublications, New Delhi
5.International	French Wendell L. , Bell Cecil H. Jr	Organization Development, Pearson Education,
6.International	Gareth R.Jones,	„Organisational Theory", Design & Change, Pearson Education, 2004

Online Resources:

Online Resources No	Web site address
1	

MOOCs:

Resources No	Web site address
1	Swayam
2	Coursera

Course : MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	208	Business Ethics and Corporate Governance	
Type	**Credits**	**Evaluation**	**Marks**
Core Elective	02	CES	IE = 100

Course Objectives:
i) To equip the learners with the knowledge and key concepts related to Indian ethos, culture and values ii) To understand the reasons for ethical / unethical behaviour of individuals iii) To help the students understand the importance of ethical values and principles in life. iv) To enable students to comprehend the different dimensions of Business Ethics. v) To enlighten about the corporate social responsibility in the corporate business. i) to understand the importance of ethics and values in personal and professional life.
Learning Outcomes :
ii) Develop a positive change in the attitude of the students towards morals, values and ethics after studying the subject. iii) Display responsibility towards the society while running any business or as an employee. iv) Apply the principles of ethics and values in personal and professional life. v) Use the principles of corporate governance to understand the business environment around them vi) Evaluate the ethical dilemmas to arrive as suitable solutions and decisions vii) Analyze situations involving governance issues and explore solutions for the same

Unit No.	Contents
01	Overview of Business Ethics: Importance and need for Business Ethics, Theories of Ethics, Ethical Issues in Business, Ethics and Management. Ethics and values,, Norms, Beliefs, Morality
02	**Spirituality and Ethics:** What is Spirituality? Importance, relationship between spirituality and ethics. Influence of Major religions on ethics: Hinduism, Islam, Christianity, Buddhism, Sikhism, and Zoroastrianism. Indian culture, Ethos and Values- Role of Indian ethos in managerial practices, management lessons from Vedas, Mahabharat, Bible, Quran, Kautilya‟s Arthshastra.
03	**Ethical Decision Making** : Ethical Decision Making process. Framework for ethical decision making. Ethical Dilemma, resolving ethical dilemmas, Ethical dilemmas in different business areas, finance, Marketing, HRM, IB, and technology etc. Ethical culture in organizations, Developing code of ethics and conduct, professional ethics.
04	**Corporate Governance**: Meaning and importance of corporate governance, Difference between governance and management, purpose of good governance, key pillars of corporate governance. Stakeholders: Rights and privileges; problems and protection, Board Of Directors – Role in Governance; Role and responsibilities of auditors

	Whistle blowing – concept of whistle blowing, whistle blowers, policy for whistle blowing . Corporate Social Responsibility (CSR)– concept and models of CSR, CSR initiatives in India.
05	**Social, Environmental and Ethical Issues in Business:** Business action that affects society (Ethical issues), Social responsibility of Business, Ethics and the Environment (pollution control and conserving depletable resources), Legal and Regulatory Issues
06	**Implementation of Business Ethics** Need for organizational ethics program, Codes of Conduct, Ethics Audit and its 4 process, Corruption and Scams, Impact of Corruption on Society and Economy, Anti-Corruption Laws, Agencies such as Central Vigilance Commission(CVC) and Central Bureau of Investigation(CBI) for anti-corruption cases, Professional values for business and managerial values **Case studies**: Major Corporate Governance Failures : Enron (USA); World.com (USA); Vivendi (France); Satyam computer (India); Sahara (India); Kingfisher Ltd (India); etc.

Reference Books:

Sr. No.	Name of Author	Title of the Book	Publisher
1 National	Murthy CSV	Business Ethics	Himalaya Publishing House
2 National	Hartman L, Chatterjee A	Perspectives in Business Ethics	McGraw Hill Publishing Co. Ltd
3 National	Ananda Das Gupta	Business Ethics –An Indian Perspective	Springer Publications
4National	Parthasarthy,	Corporate governance: Principles, mechanism, and practices	Biztantra
4 International	Velasquez Manuel G	Business Ethics	Eastern Economy Edition
5 International	Ferrell O C, Fraedrich John Paul, Ferrell Linda	Business Ethics, Ethical Decision Making and Cases	Biztantra
6 International	Boatright John	Ethics and the conduct of Business	Pearson Education
7Internatioal	Velasquez, Manuel G	Business ethics: Concepts & cases	Pearson

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Online Resources:

Resource No.	Website Address
01	https://www.ethicssage.com/ethics-resources.html
02	https://maag.guides.ysu.edu/businessethics/web
03	https://www.researchgate.net/publication/226607374_Business_Ethics_Resources_on_the_Internet

MOOCs:

Sr. No.	Details
01	www.coursera.org
02	www.udemy.com
03	my-mooc.com

Course : MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	209	Introduction to Business Analytics	
Type	**Credits**	**Evaluation**	**Marks**
Open	1	CES	IE = 50

Subject / Course Objectives :

i) To gain an understanding of how managers use business analytics to formulate and solve business problems and to support managerial decision making.
ii) To become familiar with the processes needed to develop, report, and analyze business data

Learning Outcomes :

After successful completion of this course the learner will be able to :

i) Make sound managerial decisions aimed at furthering the business interests of the company.
ii) Identify, analyze and understand the problems faced by the company.
iii) Provide concrete solution to the identified business problems.

Unit No.	Contents
1	Introduction, What is Business Analytics, Overview of Areas where Business Analytics is applied
2	Visualization and Data Issues, organization of Source of Data, Importance of Data Quality, Dealing with Missing or incomplete data, data classification,
3	Data Mining: Introduction to Data Mining- classification, basic concepts, Data mining process, data mining tools XL MINER.
4	Applications of Business Analytics - Risk - Fraud Detection and Prediction, Recovery Management, Loss Risk Forecasting, Risk Profiling, Portfolio Stress Testing, Market share estimation and Sensitivity Analysis
5	Tableau: Extracting data into Tableau, data preparations, dimensions, transformation of variables, creating views , working with charts, exporting visualizations
6	CAPSTONE: A multifaceted assignment on any one of the following: Recruitment Analytics, Compensation Analytics, Talent Analytics, Training Analytics, Human Resource Retention Analytics, Workforce Analytics

Reference Books : -

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1 National	PurbaHalady Rao	Business Analytics – an application focus	2013	PHI Learning
2 National	Tanushree Banerjee Arindam Bannerjea	Business Analytics – Text and Cases	2019	SAGE Publications
3 International	Essentials of Business Analytics	Bhimasankaram Pochiraju, Sridhar Seshadri	2018	Springer
4 International	Gert H.N. Laursen, JesperThorland	Business Analytics for Managers	2010	Wiley and SAS Business Series
5 International	Mark J. Schniederjans, Dara G. Schniederjans and Christopher M Starkey	Business Analytics-Principles, Concepts and Applications	2014	Pearson
6 International	Jay Liebowitz	Business Analytics: An Introduction	2013	CRC Press, Taylor and Francis

Online Resources:

No	Web site address
1	https://www.managementstudyguide.com/business-analytics.htm
2	https://www.academia.edu/35314419/Bernard_Marr_Key_Business_Analytics_The_60_business_analysis_tools_every_manager_needs_to_know.pdf
3	https://www.researchgate.net/publication/320685945_Understanding_the_Role_of_Business_Analytics_Some_Applications

MOOCs:

Resources No	Web site address
1	Swayam
2	https://www.coursera.org/specializations/business-analytics
3	https://www.edx.org/course/people-management-3
4	https://www.edx.org/course/data-models-and-decisions-in-business-analytics
5	https://www.classcentral.com/course/intro-business-analytics-12295

Course : MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	210	E-Commerce Application	
Type	**Credits**	**Evaluation**	**Marks**
Open	1	CES	IE = 50

Course Objectives:
i) To enable basic concepts about E-commerce. ii) To study knowledge of business models iii) To learn need of e-commerce security. iv) To enable knowledge about E-payment system. v) To know the e-commerce Applications. vi) To have an overview of M-commerce.
Course Objectives :
i) Basic concepts about E-commerce will be studied. ii) Knowledge of business models will be used. iii) Students will implement e-commerce security. iv) Better usage will be down with help of E-payment system. v) Where e-commerce Applications are used. vi) Use of M-commerce technology.

Unit No.	Contents
1	**Introduction to E-Commerce** Brief history of e-commerce, definitions of e-commerce, technical components and their functions, e-commerce versus traditional business, requirements of e-commerce. Advantages and disadvantages of e-commerce, Value chain in e-commerce, current status of e-commerce in India.
2	**Business Models for e-commerce** Types of business models (B2B, B2C, C2B,C2C) with examples. EDI Requirement of EDI, types of EDI, advantages and disadvantages of EDI. ISP, Types of ISP, Choosing an ISP, domain name, domain name types, how to register domain name.
3	**Business Models for e-commerce** Types of business models (B2B, B2C, C2B,C2C) with examples. EDI Requirement of EDI, types of EDI, advantages and disadvantages of EDI. ISP, Types of ISP, Choosing an ISP, domain name, domain name types, how to register domain name.
4	**E-commerce Payment System** Overview of Electronic payment technology, limitations of the traditional payment system, requirements of e-payment system. B2B Electronic Payments, Third-Party Payment Processing, Electronic Payment Gateway Electronic or digital cash, properties of digital cash, how it works. Online credit cardpayment system, smart card.
5	**E-Commerce Applications** E-Commerce and banking, e-commerce and retailing, e-commerce and online publishing, online marketing, e-advertising, e-branding.

6	**Mobile Commerce** Overview of M-Commerce - Wireless Application Protocol (WAP), Generations of Mobile Wireless Technology, Components of Mobile Commerce, Networking Standards for Mobiles Examples of M-Commerce, Current Status of M-Commerce in India, M-commerce applications, Mobile information Services, Mobile banking and trading.

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	C.S.V. Murthy	E-Commerce		Himalaya Publishing House
2 – National	P.T.Joseph	E-Commerce A Managerial Perspective		Prentice Hall of India
3 – International	Kalakota and Whinston	Frontiers of Electronic Commerce		Pearson Education

Online resources ;

Online Resources No	Web site address
1	www.udemy.com

MOOCs:

Resources No	Web site address
1	Alison
2	Sayam
3	Coursera

Course : MBA (HR) – SDE – CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	211	Managerial Skills for Effectiveness	
Type	**Credits**	**Evaluation**	**Marks**
Elective	1	CES	IE = 50

Course Objectives:

Subject / Course Objectives :
i) To offer exposure of essential managerial skills to students and developing these skills in the students. ii) To emphasize the development of the skills and knowledge required for successful managerial performance. iii) To focus on such areas as developing self-awareness iv) To develop creative problem-solving, supportive communication v) To focus on the use of power and influence, motivation techniques vi) To manage conflict
Learning Outcomes:
I) Demonstrate applicable knowledge of the common skills needed for managerial effectiveness within the functions of management. II) Demonstrate applicable knowledge of various human behavior and motivation techniques relating to leading individuals and teams. III) Demonstrate comprehension of values, power, and influence relating to organizational culture, change, and ethical decision-making in global contexts. IV) Identify and critically assess assumptions that influence decisions and actions on management, leadership, teamwork and relationship building V) Receive and integrate feedback on decision-making practices, conflict resolution skills, and teamwork behaviors with the support of a team-based coach VI) Demonstrate writing business messages and reports

Unit No.	Contents
1	Introduction to skills & personal skills: Importance of competent managers, skills of effective managers, developing self-awareness on the issues of emotional intelligence, self-learning styles, values, attitude towards change, learning of skills and applications of skills.
2	Problem solving and building relationship: Problem solving, creativity, innovation, steps of analytical problem solving, limitations of analytical problem solving, impediments of creativity, multiple approaches to creativity, conceptual blocks, conceptual block bursting. Skills development and application for above areas.
3	Building relationship Skills for developing positive interpersonal communication, importance of supportive communication, coaching and counseling, defensiveness and disconfirmation, principles of supportive communications. Personal interview management. Skill analysis and application on above areas.
4	Team building: Developing teams and team work, advantages of team, leading team, team membership. Skill development and skill application.
5	Empowering and delegating: Meaning of empowerment, dimensions of

	empowerment, how to develop empowerment, inhibitors of empowerment, delegating works. Skills development and skill application on above areas.
6	Communication related to course: How to make oral presentations, conducting meetings, reporting of projects, reporting of case analysis, answering in Viva Voce, Assignment writing

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year /Edition	Publisher Company
1 – National	V.S.P.Rao	Managerial Skills	2010	Excel Books, New Delhi
2 – National	Bovee, Courtland L, Thill, John V. and Raina, RoshanLal	Business Communication Today	2017	Pearson Education, New Delhi
3 – National	Ramnik Kapoor	Managerial Skills		PathMakers, Bangalore
4 – International	Barun K. Mitra	Personality Development and Soft skills		Oxford University Press
5 – International	R. Alec Mackenzie	The Time Trap: The Classic book on Time Management		
6 – International	David A Whetten, Cameron	Developing Management skills	2008	Prentice Hall

Online Resources:

Online Resources No	Web site address
1	www.futurelearn.com
2	www.classcentral.com
3	www.onlinembapage.com
4	www.businessnewsdaily.com
5	www.alison.com

MOOCs:

Resources No	Web site address
1	www.mooc-list.com
2	www.mbacentral.org
3	www.my-mooc.com
4	www.accreditedschoolsonline.org

BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY, PUNE (INDIA)

(Established u/s 3 of the UGC Act, 1956 vide Notification No.F.9-15/95-U-3 of the Govt. of India)

*** Accredited 'A+' Grade (2017) By NAAC ***

*** 'Category -I' University Status by UGC ***

*** 'A' Grade University Status by MHRD Govt. of India ***

"Social Transformation Through Dynamic Education"

SCHOOL OF DISTANCE EDUCATION

Recognized by University Grants Commission- Distance Education Bureau (UGC-DEB), New Delhi

PROGRAMME PROJECT REPORT (PPR)
OF

MASTER OF BUSINESS ADMINISTRATION – EXECUTIVE (M.B.A. - E)

BHARATI VIDYAPEETH DEEMED TO BE UNIVERSITY, PUNE
SCHOOL OF DISTANCE EDUCATION
Under: The Faculty of Management Studies
MASTER OF BUSINESS ADMINISTRATION - EXECUTIVE (M.B.A. - E)
(Choice Based Credit System)

1. INTRODUCTION

The Master of Business Administration **(Executive)** -SDE is an **Open and Distance Learning (ODL)** two-year program offered by Bharati Vidyapeeth(Deemed to be University), Pune and conducted at its Learner Support Centres in Pune, New Delhi, Karad, Kolhapur, Sangli, and Solapur. All the Learner Support Centres have experienced faculty members, excellent Laboratories, Library, and other modern facilities to provide proper learning environment to the students. This programme is very well received by the industry.

2. RATIONALE FOR SYLLABUS REVISION

The Vision and Mission statements of the MBA **(Executive) -** SDE program embodies the spirit of the mission of the University and vision of Hon'ble Dr. Patangraoji Kadam, the Founder of Bharati Vidyapeeth and Chancellor, Bharati Vidyapeeth(Deemed to be University), Pune , which is to usher in "Social Transformation Through Dynamic Education".

In view of the dynamic nature of the market, economy and evolving expectations of the stakeholders such as students, faculty members and industry in particular, the syllabus is revised periodically. Last revision was in the year 2018-19.

Over the past two years, feedback was received from various stakeholders and considering the changes that in the macro environment, a need was felt to revise the syllabus so as to suffice the requirements of the industry and society. This revised draft is the result of inputs received from the industry, academia, alumni and all stakeholders. This revised draft is the result of inputs received time to time from the industry, academia, alumni and all stakeholders.

3. VISION STATEMENT OF MBA PROGRAMME

To facilitate creation of Dynamic and Effective Business Professionals, Managers and Entrepreneurs who can transform the corporate sector, cater to the needs of the society and contribute towards Nation building.

4. OBJECTIVES OF THE MBA PROGRAMME

At Bharati Vidyapeeth(Deemed to be University), Pune the objective of MBA **(Executive)** Program is to provide world class Business Education and develop dynamic managers, entrepreneurs and business leaders. The Program aims to enhance decision making capabilities of upcoming managers by imparting critical thinking and analytical abilities.

5. LEARNING OUTCOMES FROM THE MBA PROGRAMME

On the successful completion of this Program a student shall be able to:

1. Apply the knowledge of management theories and practices to solvebusiness problems.
2. Foster analytical and critical thinking abilities for data-based decision making.

3. Learn new technologies with ease and be productive at all times
4. Ability to understand, analyze and communicate global, economic, legal and ethical aspects of business.
5. Read, write, and contribute to Business literature
6. Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.

6. ACADEMIC PLANNER

	For June Admission Session Students	**For January Admission Session Students**
Admission Date	1st September to 31st October	1st February to 31st March
Eligibility Document Submission	1st September to 30th November	1st February to 30th April
Internal Home Assignment Submission	**For Sem - I, III -** October to November **For Sem - II, IV -** April to May	**For Sem - I, III -** April to May **For Sem - II, IV -** October to November
Examination Form Submission	**For Sem - I, III -** October to November **For Sem - II, IV -** April to May	**For Sem - I, III -** April to May **For Sem - II, IV -** October to November
University Examinations	**For Sem - I, III –** January-February **For Sem - II, IV –** June-July	**For Sem - I, III –** June-July **For Sem - II, IV –** January-February

7. ADMISSION PROCEDURE

The Application Form is available on website of BVDU School of Distance Education i.e. distance.bharatividyapeeth.edu. The candidate will have to apply for admission to any academic programme of his / her choice thorough online. The candidate will be admitted provisionally to the programme on verification of the eligibility for admission. He / She will be asked to complete the eligibility requirement by submitting the required Mark sheets, Leaving/Transfer Certificate, Educational Gap Certificate (if required), Aadhaar Card etc. After verification of required documents candidate admission will be confirmed.

8. ELIGIBILITY FOR ADMISSION TO THIS COURSE

Admission to the programme is open to Any Graduate (10+2+3) of any recognized university satisfying the following conditions:

1. The candidate should have secured at least 50% (45% for SC/ST) in aggregate at graduate level university examination.

2. The Candidate applying in final year of Bachelor's degree may also apply. Admission of such candidates will remain provisional admission until submission of final result certificates in original.
3. The Candidate should have Three years working experience.

9. DURATION

The minimum duration of the MBA degree programme is two years divided into four semesters although student may complete the programme gradually within a maximum period of Four years. If Programme is not completed successfully during Four years, he/she will be required to take fresh admission.

10. MEDIUM

The medium of instruction and examination is English only.

11. FEE STRUCTURE

Sr. No.	Particular	I Year	II Year
1	Admission Fee	500/-	-
2	Tuition Fee	30000/-	30000/-
3	Examination Fee	8440/-	8540/-
Total		**38940/-**	**38540/-**

12. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

Sr. No.	Programmes	Total Programme Fees	Admission Fee	Tuition Fee	Study Material Development Cost	Contact Lectures Cost	Other Administrative / Educational Expenses
1	M.B.A. (Executive)	60500/-	500/-	60000/-	10400/-	9600/-	28000/-

13. STUDENT SUPPORT SERVICES

a) Student Counseling:-

Full time Student Counseling Desk is available at BVDU School of Distance Education, Pune (Head Quarter). Student can contact to this office and get detail information related to Admission, Programme eligibility, Programme fees, Important Dates related to all Academic Activities, details of Learning Support Centers, Information of Examinations etc. As well as student can contact to this office through email for their queries.

b) Personal Contact Session (PCP):-

Personal Contact Sessions conducted by Learning Support Centre and organized on holidays, normally at time convenient to the student, during which a qualified expert faculty gives

explanations and help to clear the doubts and difficulties of the students and also delivering instructions to the students about study material.

c) E-Learning Support:-

The electronic versions of learning resources in mobile-ready formats are available freely on 'e-Learning Environmental Portal' of School of Distance Education (econnect.bvuict.in/econnect/) for students. Details programme Syllabus; Videos of Expert Lecturers on various Topics, Self Learning Material, and Old Question Papers are also available on this portal. Student can easily access this instructional material.

d) Self Learning Material (SLM):-

Soft Copies of Self Learning Materials (SLM) will be available on e-Learning Environment Portal of School of Distance Education (SDE) https://www.bvuict.in.

14. METHODS AND MEDIA USED IN SELF INSTRUCTIONAL MATERIAL DELIVERY

Self Instructional Material is delivered in various media. Soft Copies of Self Learning Materials (SLM) will be available on e-Learning Environment Portal of School of Distance Education (SDE) https://www.bvuict.in. The electronic version of the learning resources including the lectures, instructional material, lectures in mobile-ready formats are available freely on the 'e-learning Environment Portal' of School of Distance Education.

15. FACULTY AND SUPPORT STAFF

As per the requirement of programme faculties (internal and external) are available in adequate number. They are conducting all academic activities related to this programme

16. EVALUATION OF LEARNER

As a part of evaluation of learner, following activities are conducting at every Learner Support Center.

-Continuation / Internal Assessment of each subject.
-Conducting Tutorials.
-Conducting Term End Examinations at the end of each session.
-Question Papers Sets with Multiple Choice Questions.

17. STRUCTURE OF THE PROGRAMME

The MBA-Executive program is of 72 credits, which need minimum two years divided into four semesters to complete. During third semester students have to opt for specialization and study, the specialization courses in depth. The programme also includes Summer Training Projects of 50 days. The medium of instruction and examination will be only English. A student would be required to complete the course within FOUR academic years from the date of admission.

18. CREDITS:

The definition of credits is based on the following parameters:

i) Learning hours put in by the learner
ii) Learning outcomes
iii) Contents of the syllabus prescribed for the course etc.

In this system each credit can be described as:

For 2 Credits Students Should Complete Following	
Assignments	2
Synchronous Chat	3 Hrs
Asynchronous Discussion Forum	2- 10 Topics per course as per subject
Synchronous (Face-to-Face) Counselling Sessions (Theory)	6 Hrs
e-content (in terms of units)	6-8 units
Study Inputs	60 Hrs

19. A) SCHEME OF EXAMINATION

Courses having Internal Assessment (IA) and University Examinations (UE) shall be evaluated by the respective Learner Support Centre and the University at the term end for 30(Thirty) and 70(Seventy) Marks respectively. The total marks of IA and UE shall be 100 Marks and it will be converted to grade points and grades.

Courses having **only Internal Assessment (IA)** the respective Learner Support Centre will evaluate the students in various ways through **Online Test, Quiz, Home Assignments and Mini Projects** for a total of 100 marks during the term. Then the marks will be converted to grade points and grades.

Open Courses shall be evaluated by Learner Support Centres **for 50 marks only (Fifty marks only).**

B) COMPONENTS OF CONTINUOUS EVALUATION SYSTEM:

Following are the suggested components of CES:

a) Case Study/Caselet/Situation Analysis
b) Home Assignments
c) Industry Analysis
d) Online Business plan
e) Online Quiz
f) Workbook / scrapbook
g) Mini Research Projects

20. GRADING SYSTEM FOR PROGRAMMES UNDER FACULTY OF MANAGEMENT STUDIES:

The Faculty of Management Studies, Bharati Vidyapeeth (Deemed to be University), Pune has suggested the use of a 10-point grading system for all programmes designed by its Board of Studies.

The 10 point Grades and Grade Points according to the following table

Range of Marks (%)	Grade	Grade Point
80≤Marks≤100	O	10
70≤Marks≤80	A+	9
60≤Marks≤70	A	8

55≤Marks≤60	B+	7
50≤Marks≤55	B	6
40≤Marks≤50	C	5
Marks < 40	D	0

21. STANDARD OF PASSING:

For all courses, both UE and IA constitute separate heads of passing (HoP). In order to pass in such courses and to earn the assigned credits, the learner must obtain a minimum grade point of 5.0 (40% marks) at UE and also a minimum grade point of 5.0 (40% marks) at IA.

- If learner fails in IA, the learner passes in the course provided, he/she obtains a minimum 25% marks in IA and GPA for the course is at least 6.0 (50% in aggregate). The GPA for a course will be calculated only if the learner passes at UE.
- A student who fails at UE in a course has to reappear only at UE as backlog candidate and clear the Head of Passing. Similarly, a student who fails in a course at IA he/she has to reappear only at IA as backlog candidate and clear the Head of Passing to secure the GPA required for passing.
- The performance at UE and IA will be combined to obtain GPA (Grade Point Average) for the course. The weights for performance at UE and IA shall be 70% and 30% respectively.
- GPA is calculated by adding the UE marks out of 70 and IA marks out of 30.The total marks out of 100 are converted to grade point, which will be the GPA.

22. FORMULA TO CALCULATE GRADE POINTS (GP)

Suppose that "Max" is the maximum marks assigned for an examination or evaluation, based on which GP will be computed. In order to determine the GP, Set x = Max/10 (since we have adopted 10 point system). Then GP is calculated by the following formulas

Range of Marks	**Formula for the Grade Point**
8x ≤ Marks≤10x	10
5.5x ≤ Marks≤8x	Truncate (M/x) +2
4x ≤ Marks≤5.5x	Truncate (M/x) +1

Two kinds of performance indicators, namely the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a learner in all the courses in a particular semester, while the CGPA measures the cumulative performance in all the courses since his/her enrollment. The CGPA of learner when he
/she completes the programme is the final result of the learner. The SGPA is calculated by the formula

$$SGPA = \frac{\sum Ck * GPk}{\sum Ck}$$

where, Ck is the Credit value assigned to a course and GPk is the GPA obtained by the learner in the course. In the above, the sum is taken over all the courses that the learner has undertaken for the study during the Semester, including those in which he/she might have failed or those for which he/she remained absent. **The SGPA shall be calculated up to two decimal place accuracy.**

The CGPA is calculated by the following formula

$$CGPA = \frac{\sum C_k * GP_k}{\sum C_k}$$

Where, Ck is the Credit value assigned to a course and GPk is the GPA obtained by the learner in the course. In the above, the sum is taken over all the courses that the learner has undertaken for the study from the time of his/her enrollment and also during the semester for which CGPA is calculated. **The CGPA shall be calculated up to two decimal place accuracy.**

The formula to compute equivalent percentage marks for specified CGPA:

% marks (CGPA)	10 * CGPA-10	If 5.00 ≤ CGPA ≤ 6.00
	5 * CGPA+20	If 6.00 ≤ CGPA ≤ 8.00
	10 * CGPA-20	If 8.00 ≤ CGPA ≤ 9.00
	20 * CGPA-110	If 9.00 ≤ CGPA ≤ 9.50
	40 * CGPA-300	If 9.50 ≤ CGPA ≤ 10.00

23. AWARD OF HONOURS:

A student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honors are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
9.5≤CGPA ≤10	O	Outstanding	80≤Marks≤100
9.0≤CGPA ≤9.49	A +	Excellent	70≤Marks≤80
8.0≤CGPA ≤8.99	A	Very Good	60≤Marks≤70

7.0≤CGPA ≤7.99	B +	Good	55≤Marks≤60
6.0≤CGPA ≤6.99	B	Average	50≤Marks≤55
5.0≤CGPA ≤5.99	C	Satisfactory	40≤Marks≤50
CGPA below 5.0	F	Fail	Marks below 40

24. ATKT RULES:

A student is allowed to carry any number of backlog papers of Semester I and Semester II while going into Semester III. However, a student must clear all papers of Semester I and Semester II so as to become eligible for appearing in Examinations at Semester IV.

25. DUAL SPECIALIZATION:

MBA Programme 2021-21 offers Dual Specializations to the students in second year of MBA Programme. The candidates may choose any two specializations from the following:

Specialization Choices
Marketing Management
Financial Management
Human Resource Management
Information Technology Management
International Business Management
Production & Operations Management
Agribusiness Management
Retail Management

26. SUMMER INTERNSHIP:

At the end of Semester II, each student shall undertake Summer Internship in an Industry for 50 (**Fifty Days**). It is mandatory for the students to seek written approval from the Learner Support Centre about the Topic & the Organization before commencing the Summer Internship.

During Summer Internship, students are expected to take necessary guidance from the faculty guide allotted by the Learner Support Centre. To do it effectively they should be in touch with their guide through e-mail or telephone.

Summer Internship Project should be a Research Projector it may be an operational assignment that involves working by the students in an organization.

In case of an operational assignment

1) Students are expected to do a project work in an organization wherein they are doing Summer Internship.

2) The students should identify specific problems faced by the organization in a functional area in which the assignment is given.

e.g.

a) Sales - sales targets are not achieved for a particular product or service in a given period of time.

b) Finance – mobilization & allocation of financial resources.

c) HR – Increase in employee turnover ratio.

3) In this study students should focus on

- Identifying the reasons / factors responsible for the problems faced by the organization
- Collection of data(Primary & Secondary) related to reasons /factors responsible for these problems
- Data Analysis tools & interpretation
- Findings & observations.
- Suggestions (based on findings & observations) for improving the functioning of the organization.

The **learning outcomes and the utility to the organization** must be highlighted in Summer Training Project Report.

4) General chapterization of the report shall be as under;

1) Introduction and Literature Review: - This chapter will give a reader the background of problem area, specific problem & how you come across it?
2) Company Profile: -
3) Objectives of the Study:-
4) Data Collection: -
5) Data Analysis &Interpretation: -
6) Findings &Observations: -
7) Suggestions:-

Annexure: -

- Questionnaire
- References

5. Technical details:

1. The report shall be printed on A-4 size white bond paper.
2. 12 pt. Times New Roman font shall be used with 1.5 line spacing for typing the report.
3. 1” margin shall be left from all the sides.

4. Considering the environmental issues, students are encouraged to print on both sides of the paper.
5. The report shall be hard bound as per the standard format of the cover page given by the Institute and shall be golden embossed.
6. The report should include a Certificate (on company's letter head) from the company duly signed by the competent authority with the stamp.
7. The report shall be signed by the Respective Guide(s), Programme Coordinator& the Programme Director of the Learner Support Centre20 (Twenty) days before the viva- voce examinations.
8. Student should prepare two hard bound copies of the Summer Internship Project Report and submit one copy in the institute. The other copy of the report is to be kept by the student for their record and future references.
9. In addition to this, students should prepare two soft copies of their Summer Training Project reports & submit one each in SDE Learner Support Centre in CD Forms.

The Summer Internship shall be assessed out 100 Marks. The break-up of these marks is as under:

Sr. No.	Assessment Criteria	Marks
1	Summer Internship Report	50 (Fifty only)
2	Viva- voce examination	50 (Fifty only)
TOTAL MARKS		**100 (Hundred Only)**

The examiners panel shall be approved as per the SDE &University Guidelines.

The Viva –voce shall evaluate the project based on

i. Actual work done by the student in the organization
ii. Student's knowledge about the Company& Business Environment
iii. Learning outcomes for the Student
iv. Utility of the Study to the Organization

27. STRUCTURE OF THE SYLLABUS

The MBA Programme as per Semesters, Credits and Marks is as follows:

Semester	Credits	Marks Distribution
I	17	850
II	17	850
III	23	950
IV	15	750
Total	**72**	**3400**

The detailed structure is as follows

MBA – ((Executive) – SDE - Semester I

Course Code	**Semester – I**	**Credits**	**UE**	**IE**	**Total Marks**
101	Management Concepts & Applications	2	70	30	100
102	Managerial Economics	2	70	30	100
103	Financial & Management Accounting	2	70	30	100
104	Organizational Behaviour	2	70	30	100
105	Statistical Techniques	2	70	30	100
106	Legal Aspects of Business	2	70	30	100
107	Business Communication	2	70	30	100
108	Data Analysis Using advance - Excel#	2	-	100	100
See below	Open 1#	1	-	50	50
	Total No. of Credits	17	490	360	850

 # Departmental Papers: 108 & Open 1

108 & Open 1 are departmental papers; the Internal Examination and Evaluation of these papers will be done at Learner Support Centres.

Open Courses: Students can opt any one course from the following

Course Code	**Open Course**
109	Computers Application for Business
110	Social Media Management
111	Current Affairs

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MBA - (Executive)– SDE -Semester II

Course Code	**Semester II**	**Credits**	**UE**	**IE**	**Total Marks**
201	Marketing Management	2	70	30	100
202	Financial Management	2	70	30	100
203	Human Resource Management	2	70	30	100
204	International Business	2	70	30	100

205	Operations Management	2	70	30	100
206	Research Methodology	2	70	30	100
207	Business Environment	2	70	30	100
208	Business Ethics and Corporate Governance	2	-	100	100
See below	Open 2	1	-	50	50
	Total No. Credits	17	590	260	850

 # Departmental Papers: 208 & Open 2

208 & Open 2 are departmental papers; the Internal Examination and Evaluation of these papers will be done at Learner Support Centres.

Open Courses: Any one course from the following

Course Code	**Open course**
209	Introduction to Business Analytics
210	E-commerce Applications
211	Managerial Skills for Effectiveness

MBA -(Executive) – SDE - Semester III

Course Code	Semester – III	Credits	UE	IE	Total Marks
301	Strategic Management	2	70	30	100
302	Operations Research for Managers	2	70	30	100
303	Entrepreneurship Development and Innovation Management	2	70	30	100
See groups	Specialization I - E-(i)	2	70	30	100
	Specialization I - E-(ii)	2	70	30	100
See groups	Specialization II - E-(i)	2	70	30	100
	Specialization II - E-(ii)	2	70	30	100
304	**Summer Internship	6	100	-	100
305	Change Management #	2	-	100	100
See below	Open 3#	1	-	50	50
	Total No. of Credits	23	590	360	950

 # Departmental Papers: 305& Open 3

305& Open 3 are departmental papers; the Internal Examination and Evaluationof these papers will be done at Learner Support Centres.

Open Courses: Students can opt any one course from the following

Course Code	Open Course
306	Digital Marketing
307	Corporate Taxation
308	Negotiation Management

MBA - (Executive)– SDE - Semester IV

Course Code	Semester IV	Credits	UE	IE	Total Marks
401	Project Management	2	70	30	100
See groups	Specialization I - E-(iii)	2	70	30	100
	Specialization I - E-(iv)	2	70	30	100
See groups	Specialization II - E-(iii)	2	70	30	100
	Specialization II - E-(iv)	2	70	30	100
402	Environment & Disaster Management	2	100	-	100
403	E-Business Management	2	-	100	100
See below	Open 4#	1	-	50	50
	Total No. Credits	15	450	300	750

 # Departmental Papers: 403& Open 4

403& Open 4 are departmental papers; the Internal Examination and Evaluation of these papers will be done at Learner Support Centres.

Open Courses: Any one course from the following

Course Code	Open course
404	Cyber Security
405	Artificial Intelligence for Managers
406	Rural Entrepreneurship

Note: All Open Courses will be provided as Massive Open Online Courses (*MOOCs*)

LIST OF SPECIALIZATION - ELECTVES

Elective: **Marketing Management :**

Sem III	
Code.	**Name of the Course**
MK01	Consumer Behaviour
MK02	Services Marketing
Sem IV	
MK03	Sales & Distribution Management& B2B
MK04	Integrated Marketing Communication

Elective**: Financial Management**

Sem III	
Code.	**Name of the Course**
FM01	Investment Analysis & Portfolio Management
FM02	Management of Financial Services
Sem IV	
FM03	Corporate Finance
FM04	International Financial Management

Elective: **Human Resource Management**

Sem III	
Code.	**Name of the Course**
HR01	Human Resource Planning and Development
HR02	Labour Laws
Sem IV	
HR03	Compensation and Benefits Management
HR04	Competency Mapping and Performance Management

Elective: **International Business Management**

Sem III	
Code.	**Name of the Course**
IB01	Regulatory Aspects of International Business
IB02	Export Import Policies, Procedures and Documentation
Sem IV	
IB03	International Marketing
IB04	Global Business Strategies

Elective: **Production & Operations Management**

Sem III	
Code.	**Name of the Course**
PM01	Quality Management
PM02	Business process reengineering
Sem IV	
PM03	Logistics & Supply Chain Management
PM04	World Class Manufacturing Practices

Elective: **Information Technology Management**

Sem III	
Code.	**Name of the Course**
IT01	System Analysis & Design
IT02	Information System Security & Audit
Sem IV	
IT03	RDBMS with Oracle
IT04	Enterprise Business Applications

Elective: **Agribusiness Management**

Sem III	
Code.	**Name of the Course**
AM01	Rural Marketing
AM02	Supply Chain Management in Agribusiness
Sem IV	
AM03	Use of Information Technology in Agribusiness Management
AM04	Cooperatives Management

Elective: **Retail Management**

Sem III	
Code.	**Name of the Course**
R01	Introduction to Retailing
R02	Retail Management & Franchising
Sem IV	
R03	Merchandising, Display & Advertising
R04	Supply Chain Management in Retailing

SCHOOL OF DISTANCE EDUCATION,

(w.e.f. 2020_21)

SYLLABUS

MBA - (Executive) SEMESTER – I

Programme: MBA (Executive) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
I	101	*Management Concepts and Applications*	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives :
1) To understand the basic Management Concepts and Skills. 2) To study the Principles and Functions of Management. 3) To learn the Applications of Principles of Management. 4) To familiar with the Functional areas of management. 5) To study the Leadership styles in the organization. 6) To expose to the Recent trends in management.
Learning Outcomes:
On completion of this course, the students will be able to 1) Understand the Management Concepts and Managerial Skills. 2) Focus on the Principles and Functions of Management. 3) Learn to applythePrinciples of Management in practice. 4) Familiarize with the Functional areas of management. 5) Use the effective Leadership styles in the organization. 6) Recognize the Recent trends in management.

Unit	Contents
1	**Introduction to Management:** Definition and meaning of Management, Characteristics of Management, Scope of Management, Scientific Management Approach by F.W. Taylor, Principles of Management by Henry Fayol, Levels of management, Managerial Skills, Functions of Management - Planning, Organizing, Staffing, Directing and Controlling. concept of ”POSDCORB”.

2	**Planning:** Meaning of Planning, Nature and importance of Planning, Process of Planning, Principles of Planning, Types of Plans - Single Use Plans - Repeated Use Plans, Types of Objectives, Setting Objectives, Management by Objectives (MBO), Decision making- Process of Decision making, Decision making models: classical, Administrative, Political and Vroom-Jago Model.
3	**Organizing:** Meaning of Organizing, Process of Organizing and Creation of Organization structure, Types of organizational structures - Formal and Informal, **Staffing:** Meaning of Staffing**,** Human Resource Planning - Job Analysis, Recruitment - Sources of Recruitment, Selection - Process of Selection, Placement of employees, Departmentalization - Bases of Departmentalization, Line and Staff Relationship.
4	**Directing:** Meaning of Directing, Principles of Directing, Leadership Styles, Span of Management - Determinants of Span of Management, Centralization and Decentralization, Authority, Responsibility and Accountability, Delegation of Authority - Advantages of Effective Delegation.Barriers to effective delegation-Guidelines for effective delegation-Distinctions between Delegation & Decentralization.
5	**Controlling:** Meaning of Controlling, Need for effective controlling, Process of Controlling, Techniques of Controlling, Relationship between Planning and Controlling, Use of IT for Controlling, Control techniques, Zero Base Budgeting and Management audit.
6	**Functional Departments And Sections -** HR, Marketing, Production & Operations, Finance, etc. **Introduction To Business Sectors:** Manufacturing (Automobile, Pharmaceutical, etc), Service (IT, Telecom, Banking, Insurance, etc), Management of SMEs.

Reference Books:

Sr.No.	Name of the Author	Title of the Book	Year Addition	Publisher Company

1 – National	S.A. Sherlekar and V.S. Sherlekar	Principles of Business Management		Himalaya Publishing House.
2 – National	Dr. T. Ramasamy	Principles and Practice of Management		Himalaya Publishing House.
3 – National	L.M. Prasad	Principles and Practice of Management,		Sultan Chand & Sons
4 – International	Koontz, Weihrich and A. RamchandraAryasri	Principles of Management		Tata McGraw-Hill.
5 – International	Peter F. Drucker	Practice of Management		Harper Business.
6 – International	Richard L. Daft	Principles of Management		Cengage Learning.

Online Resources:

Online Resources No	Web site address
1	http://www.ft.com/business-education.
2	http://www.makeinindia.com/policy/new-initiatives.

MOOCs:

Resources No	Web site address
1	https://www.coursera.org/learn/management-fundamentals-healthcare-administrators

Course : MBA (Executive) - SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
I	102	*Managerial Economics*	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives :

Subject / Course Objectives :

i) To acquaint with basic concepts and techniques of economic analysis and their application to managerial decision making.

ii) To prepare the students for the use of managerial economics tools and techniques in specific business settings.

iii) Comprehend how changes in the environment in which firms operate influence their decision-making.

iv) To develop managerial skills for developing business strategy at the firm level.

v) To understand recent developments in strategic thinking and how it is applied to economic decision making.

vi) Identify possible external and internal economic risks and vulnerabilities to economic growth and identify policies to address them.

Learning Outcomes:

i) Understand the role of managers in firms.

ii) Analyze the demand and supply conditions and assess the position of a company.

iii) Estimation of production function and finding out optimal combination of input using Isoquant and Isocost.

iv) Design competition strategies including costing, pricing and market environment according to the nature of the product and structure of market.

v) Enable to know the importance of various sectors of the economy and their

contribution towards national income. vi) Investigate potential output and compute output gaps and diagnose the outlook for the economy.	
Unit No.	Contents
1	Introduction to Economics For Business -Nature and Scope of Managerial Economics, Firm and its Objectives, Theories of Firm, Role of Managerial Economics in Decision Making.
2	Demand Theory and supply- Demand and its Determination - Law of Demand, Types of Demand, Demand Function, Economic Concept of Elasticity (Price, Cross and Income Elasticity). Concept of Supply, Demand and Supply Equilibrium, Shift in Demand and Supply.
3	Theory of Production -Production function, Law of Diminishing Marginal Returns, Three stages of Production, The Long run Production function, Isoquant and Isocost curve, Importance of Production function in managerial decision making.
4	Theory of Cost - Classification of Costs - Short Run and Long Run Cost, Cost Function, Scale Economies, Scope Economies, Dual Relationship Between Cost and Production Function, Least cost combination of input (Producer Equilibrium).
5	Market Structure - Introduction to different types of Market- *Price Determination under Perfect Competition*- Introduction, Market and Market Structure, Perfect Competition, Price-Output Determination under Perfect Competition, Short- run Industry Equilibrium, Short-run Firm Equilibrium, Long-run Industry Equilibrium, Long-run Firm Equilibrium under Perfect Competition. *Pricing Under Imperfect Competition*- Introduction, Monopoly, Price Discrimination under Monopoly, Monopolistic Competition, Oligopoly (Kinked Curve), Game theory.
6	Macroeconomic markets and Integration -Product Market: Saving and Investment Function, consumption function. Aggregate demand and Aggregate supply. Fiscal Policy and Monetary Policy for uplifting the economy. Types of Business Cycle.
Activity	Students are required to prepare workbook (practical file) -Hands on practice towards diagrams of Demand, Supply, Markets and price determination.

News from economic times –For Policy Making, Industry related and country specific.

Applications of managerial economics in different firms.

Comparing the GDP and other key indicators across the countries. Macroeconomic indicators and the role of fiscal policy in uplifting economy.

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1 National	DN Dwivedi	Managerial Economics	2015	Vikas Publishing
2 National	G.S Gupta	Managerial Economics: Micro Economic	2004	McGraw Hill
3 National	H.L.Ahuja	Managerial Economics	2017	S. Chand
4 International	D. Salvatore	Managerial Economics	2015	Oxford
5 International	R.Dornbusch, S.Fischer	Macro Economics	2018	McGraw Hill
6 International	A.Koutsoyiannis	Micro Economics	1979	Mac Millan

Online Resources:

Online Resources No	Web site address
1	www.rbi.org.in
2	www.economicshelp.org
3	www.federalreserve.gov
4	www.economist.com
5	www.bbc.com
6	International Journal of Economic policy in Emerging Economieshttps://www.inderscience.com/jhome.php?jcode=ijepee
7	Journal of International

	Economicshttps://www.journals.elsevier.com/journal-of-international-economics/

MOOCs:

Resources No	Web site address
1	Swayam –IIT https://swayam.gov.in/nd1_noc20_mg20/preview
2	Swayam –IIM https://swayam.gov.in/nd2_imb19_mg16/preview
3	EDX –IIM https://www.edx.org/course/introduction-to-managerial-economics-2
4	Coursera https://www.coursera.org/specializations/managerial-economics-business-analysis

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Course : MBA (Executive) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
I	103	*Financial and Management Accounting*	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives :

i) To acquaint the learners with the fundamentals of Financial Accounting.

ii) To orient to the Accounting mechanics involved in preparation of Books of Accounts and Financial Statements of a sole proprietor

iii) To make the students familiar with International Accounting Standards and International Financial Reporting Standards (IFRS)

iv) To introduce the concepts of Cost and Management Accounting

v) To orient the students about application of budgetary control as a technique of Management Accounting

vi) To acquaint the students with application of Standard Costing and Marginal Costing as techniques of Management Accounting.

Learning Outcomes :

I. Learners will able to know the fundamentals of Financial Accounting and Accounting Principles

II. Learners will demonstrate the ability to prepare Financial Statements of a sole proprietor

III. Learners will understand the utility and importance of International Accounting Standards and International Financial Reporting Standards (IFRS)

IV. Learners will be familiar with concepts of Cost and management Accounting

V. Learners will be able to apply the technique of Budgetary Control

VI. Learners will be able to apply the technique of Standard Costing and Marginal Costing.

Name : -	Syllabus – Financial and Management Accounting
Unit No : 1	**Introduction to Financial Accounting**

	Financial Accounting: Definition, Objectives and Scope Accounting Concepts and Conventions, GAAP, Branches of Accounting Accounting Cycle, End Users of Financial Statements
Unit No : 2	**Accounting Mechanics** Principles of Double Entry Book-Keeping, Journal Ledger and Preparation of Trial Balance (Theory only) Preparation of Trading, Profit & Loss Account and Balance Sheet of a Sole Proprietor
Unit No : 3	**Introduction to International Accounting Standards** Development of international accounting Standards and financial reporting rules Need and Advantages of International Financial Reporting Standards (IFRS) IFRS for Small and Medium Enterprises(SMEs).
Unit No : 4	**Introduction to Cost and Management Accounting** Cost Accounting: Meaning and Importance Classification of Costs, Preparation of Cost Sheet (Theory only) Management Accounting: Definition, Nature and Scope Distinction between Financial Accounting and Management Accounting
Unit No : 5	**Techniques of Management Accounting (Budgetary Control)** Meaning, Objectives, Advantages and Limitations of Budgetary Control Types of Budgets Preparation of Flexible Budget and Cash Budget
Unit No : 6	**Techniques of Management Accounting (Standard Costing and Marginal Costing)** Meaning of Standard Costing, Steps to implement Standard Costing Variance Analysis of Material and Labour Costs Marginal Costing – Meaning of Marginal Cost, Characteristics and Advantages of Marginal Costing, Cost-Volume-Profit Analysis – Profit/Volume ratio, Break-Even Analysis and Margin of Safety

Reference Books:

Reference Books (Publisher)	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	S.N. Maheswari	An Introduction to Accounting	11th edition	Vikas
2 – National	Ambarish Gupta	Financial Accounting for Management	5th edition	Pearson
3 – National	Ashok Seghal, Deepak Seghal	Taxman's Financial Accounting	2015 edition	Taxman
4 – International	Colin Drury, Huddersfield	Cost and Management Accounting	7th 2011	Cengage Learners
5 – International	Pauline Weetman Fin	Financial and Management Accounting – An introduction,	7th 2015	Pearson
6 – International	Jan Williams , Sue Haka , Mark Bettner , Joseph Carcell	Financial & Managerial Accounting,	18th edition	McGraw hill

Online Resources:

Online Resources No	Web site address
1	https://www.moneycontrol.com/
2	www.icai.org
3	https://www.ifrs.org/
4	https://icmai.in/icmai
5	https://www.rbi.org.in/

MOOCs:

Resources No	Web site address
1	https://www.coursera.org/learn/wharton-accounting
2	https://www.classcentral.com/course/whartonaccounting-769
3	https://swayam.gov.in/nd2_cec19_cm04/preview

4	https://swayam.gov.in/nd1_noc19_mg36/preview
5	https://www.coursera.org/learn/accounting-for-managers

Course : MBA (Executive) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
I	104	*Organizational Behavior*	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30=100

Course Objectives:

i) To create Dynamic and Effective Business Professionals and Leaders.

ii) To transform the individuals to cater to the needs of the society and contribute to Nation building

iii) To develop entrepreneurs to register different aspects of their business under remedial individual and team behavior.

iv) To improve Organizational Behavior by having a sound knowledge of cultural differences.

Learning Outcomes :

i) To understand the expected individual land team behavior in business world.

ii) The awareness of applicable leadership qualities for entrepreneurs / corporate / managers.

iii) To develop skills and inculcate motivational concepts.

iv) To be aware of individual, cultural difficulties of organizations and to be able to master over them.

Unit No.	Contents
1	Introduction to Organizational Behaviour – Definition - Evolution of the Concept of OB- Contributions to OB by major behavioural science disciplines - Challenges and Opportunities for OB managers - Models of OB study
2	Individual Behavior : Perception – Factors influencing perception, Process, Perception distortion- halo effect, stereotyping, projection,

	Attitudes and Job Satisfaction - Components of Attitude - Major Job Attitudes - Job Satisfaction, Job involvement, Organizational Commitment. Personality and Values - Personality Determinants - MBTI, Big - Five Model, Values - Formation - Types of Values, Learning- Theories of Learning –reinforcement
3	Motivation Concepts to applications: Concept of motivation - Definition - Theories of Motivation - Maslow's' need Theory, Herzberg's Two factor theory, McClelland, Porter and Lawler Model, ERG Theory - Theory X and Theory Y Equity Theory - Vroom's Expectancy Theory – Application of Motivation concept, Individual motivation and motivation in the organization, Cultural Differences in Motivation, Intrinsic and Extrinsic Motivation, The Job Characteristics model – Work Redesign
4	Group Behavior: Group - Formation of Group - Classification - informal and formal groups, Group Properties - Roles, norms, status, size and cohesiveness - Group decision making – Group Shift, Group Think, **Teams**: team building: selecting team members, team roles, stages in team development, team building, team identity, team loyalty, commitment to shared beliefs, multi- disciplinary teams, Team Dynamics: decision-making behaviour, dysfunctional teams, Understanding teams - creating effective teams. Conflict - Process - Conflict management
5	Leadership: Concept of Leadership - Traits of good Leader - Difference between Leader and Manager - Theories of Leadership – Trait theory, Behavioral theory and Contingency theory, Ohio State and Michigan Studies - Blake and Mouton theory - Fielders model - Likert's model. Managers as leaders. 3D leadership model. Leadership Styles. The management Grid, Future perspectives of Leadership
6	The Organization System : Stress: meaning and types, burnout, causes and consequences of stress, strategies to manage stress, Workforce diversity- Diversity management strategies. Culture - Definition, Culture's function, need and importance of Cross Cultural training – Organizational Change – Forces for change, resistance to change, Managing organizational change

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 National	Kavita Singh	Organizational Behaviour	2015, 3rd edition	Pearson Publication
2 International	Robbins, Timothy Judge, SeemaSanghi	Organizational Behaviour	12th edition	Stephen Pearson Prentice Hall
3 National	M N Mishra	Organizational Behaviour	2010	Vikas Publishing House Pvt. Limited
4 International	Fred Luthans	Organizational Behaviour	13th edition	Mc Grow Hill Inc
5 International	John Newstrom and Keith Davis	Organizational Behaviour	11th edition	Tata McGrow Hill

Online Resources No	Web site address
1	www.bretlsimmons.com. ...
2	https://www.youtube.com/watch?v=JIa7vP3gyL4
3	www.positivesharing.com
4	https://www.youtube.com/watch?v=r2Xv9Am7PWQ

MOOCs:

Resources No	Web site address
1	Alisons
2	Swayam

Course : MBA (Executive) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
I	105	***Statistical Techniques***	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives:

I. To introduce to the learner the importance of statistical techniques in business applications
II. To familiarize with the basic concepts of statistical techniques.
III. To expose to the Graphical representation of data.
IV. To impart skills in computation and application of correlation and regression.
V. To understand the basics of probability and testing of hypotheses

Learning Outcomes:

After learning the concepts of Statistical Techniques, students will be able to have a

I) Develop numerical ability to solve examples on various topics and specifically formation and Testing of Hypothesis
II) Have clear understanding of various statistical tools and their applications in Business.
III) Analyze the importance of Statistical Techniques in different functional areas of Management.
IV) Apply Correlation and Regression Techniques in Business applications.
V) To apply the statistical techniques to small data sets for analysis and interpretation

Name : -	Contents
Unit No : 1	Introduction to Statistics: Introduction to Statistics, Importance of Statistics in modern business environment. Scope and Applications of Statistics. Advantages and limitations of Statistics. Sources of data – Primary and secondary, Universe or Population, Sample, Concept of Sampling, Advantages of Sampling, Types of Sampling. Classification, Tabulation and Presentation of Data, Requisites of a good classification, Types of classification, Methods of classification,Tabulation -

	Frequency and Frequency Distribution, Diagrammatic and graphic representation of Data – Bar diagrams, Pie chart, Histogram, Frequency polygon , Frequency curve, Ogive curves
Unit No :2	Measures of Central Tendency and Dispersion: Objectives of statistical averages, Requisites of a Good Average, Statistical Averages - Arithmetic mean, Median and Mode, Properties of arithmetic mean, median and mode, Merits and demerits of arithmetic mean,Median - Merits and demerits of median , Mode - Merits and demerits of mode, Dispersion – Range - Quartile deviations, Mean deviation ,Standard Deviation - Properties of standard deviation, Variance, Coefficient of Variation. Applications in business and management.
Unit No :3	Correlation: Correlation, Types of Correlation, Scatter diagram, Karl Pearson's correlation coefficient, Properties of Karl Pearson's correlation coefficient, Spearman's Rank Correlation Coefficient.Association of attributes.
Unit No : 4	Regression - Regression analysis,Regression lines, Regression coefficients. Business application.
Unit No : 5	Elementary probability, Probability Distributions- Binomial, Poisson and Normal Distribution
Unit no 6	Introduction to Testing of Hypothesis: Null and alternate hypothesis, Significance Level, type I and Type II error, Chi – Square Test.

Reference Books:

Reference Books (Publisher)	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	S.C.Gupta& Indira Gupta	Business Statistics	2016	Himalaya Publishing House
2 – National	Bhardwaj R. S.	Business Statistics	2009	Excel Books India
3 – National	R.P. Hooda	Statistics for Business and Economics	2013	Vikas Publishing House
4 – International	Richard I. Levin & David	Statistics for Management	1994	Prentice Hall
5 –	Robert S.	Statistics	2014	John Wiley & Sons

International	Witte, John S. Witte			
6 – International	Dr. Jim McClave, Dr. Terry Sincich	Statistics for Business and Economics	2011	Pearson

Online Resources:

Online Resources No	Web site address
1	http://www.yourarticlelibrary.com
2	https://en.wikipedia.org
3	https://managementhelp.org
4	https://www.cleverism.com
5	https://commercemates.com

MOOCs:

Resources No	Web site address
1	www.swayam.gov.in
2	www.udemy.com
3	www.coursera.org

Course : MBA **(Executive)** – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	Course Code	Course Title	
I	106	Legal Aspects of Business	
Type	Credits	Evaluation	Marks
Core	2	CES	UE:IE = 70:30

Course Objectives:
Subject / Course Objectives : i) To create Dynamic and Effective Business Professionals ii) To transform the stake holders to cater to the needs of the society and contribute to Nation building iii) To improve decision making by having a sound knowledge of law. iv) To develop entrepreneurs to register different aspects of their business under the law.
Learning Outcomes :
I) To extrapolate the legal knowledge to business. II) The graduates' attributes reflect legal knowledge and understanding global Competencies. III) To demonstrate domain comprehensive knowledge. IV) To articulate with business skills. V) To inculcate the culture of abiding law. VI) To Develop a coherent approach.

Units	Contents
Unit 1	- Introduction to Business laws, structure and sources of law, **Law of contract- The Indian Contract Act,1872** –Introduction, Objectives, Definition of a Valid Contract, Offer and Acceptance, Capacity to Contract, Consent ,Consideration, Performance of Contracts, Discharge of Contracts, Breach of Contract and Void Agreements, Quasi Contracts
	Contracts of Guarantee and indemnity, Bailment, Pledge

Unit 2	**Contract of Agency** – Introduction, Agent and Agency, general rules, Modes of creation of Agency, Classification of Agents, Duties and Rights of Agents, Principal's Duties to the Agent and his Liability to Third Parties
Unit 3	**Law of sales of Goods** – Essentials of contract of sale, Goods and their classification, Sale, Agreement to Sell and Hire Purchase, Conditions and Warranties (Implied and Expressed), Unpaid seller and his rights, rights of buyer. **Law of Negotiable Instruments** – Negotiable instruments, Promissory notes, Bills of exchange, Cheques, Dishonour,
Unit 4	**Consumer Protection Act**-Introduction, Definitions – consumer,complaint,complainant, Rights of Consumers, Nature and Scope of Complaints, Remedies Available to Consumers **The Partnership Act, 1932 -** types of partners, formation of partnership, rights and liabilities of partners.
Unit 5	**The Company's Act, 2013 (Amended)**: Introduction and types of companies, Formation of a Company, Memorandum of Association, Articles of Association, Winding up. Arbitration and Conciliation Act, 1996 – Types of Arbitration, Alternative Dispute Resolution,Arbitration agreement, Arbitral Tribunal, Arbitral proceedings.
Unit 6	**Information Technology Act, 2000 Amended 2018**, Definition - —Certifying Authority, Controller,Digital Signature and electronic governance, Role of certifying authorities, Functions of controller, Offences Intellectual Property Laws- Introduction and types of IPR,

Land mark case laws to be cited and discussed.

Reference Books:

Reference Books (Publisher)	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	N.D. Kapoor	Mercantile Law	2019	Eastern Book Company
2 – National	Narayan	Intellectual Property Laws	2019	
3 – National	Bare Act	The Patent Act	2019	
4 –National	Bare Act	The Trademark Act	2019	
5 – International	Bare	The Negotiable Act	2019	

Online Resources:

Online Resources No	Web site address
1	https://www.mca.gov.in/Ministry/pdf/CompaniesAct2013.pdf
2	http://www.ipindia.nic.in/writereaddata/Portal/IPOAct/1_43_1_trade-marks-act.pdf
3	http://legislative.gov.in/sites/default/files/A1996-26.pdf
4	http://www.ipindia.nic.in/writereaddata/Portal/IPOAct/1_31_1_patent-act-1970-11march2015.pdf
5	https://www.youtube.com/watch?v=vlk40C91HqQ

MOOCs:

Resources No	Web site address
1	alisons

Course : MBA **(Executive)** – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	**Course Title**	
I	**107**	**Business Communication**	
Type	**Credits**	**Evaluation**	**Marks**
Core	**2**	**CES**	**UE:IE =70:30**

Course Objectives:
i) To familiarize the students with the process of communication, make them understand the principles and techniques of Business Communication. ii) To enable students to comprehend the different dimensions of Business Communication. iii) To enlighten about the communications strategy for managers.
Learning Outcomes:
i) The Students should be able to communicate effectively in professional circles. ii) There should be a positive change in the oral and written communication skills of the students after studying the subject. iii) The students should be able to draft business letters, give effective presentations write formal reports and deliver speeches independently.

Unit No.	Contents
01	<u>Basic Principles of Communication:</u> Introduction, Understanding Communication, the Communication Process, Barriers to Communication, the Importance of Communication in the Workplace, Types of Communication channels, their effectiveness and limitations
02	<u>Communication in Organizations</u> Communication needs of business organization, Strategies for improving Organizational communication, direction of flow of communication in organization, networks of flow of communication–wheel network, chain network, Y network, circle network. Feedback, types of feedback, importance of feedback Intra-organizational communication, inter-organizational communication. Inter-cultural communication – guidelines for effective communication across cultures

03	Developing Oral Business Communication Skills: Introduction, Advantages of Oral Communication, Speech Writing, Creative Writing, Public Speaking, Presentation Skills –Techniques for effective Presentations, Qualities of a skillful Presenter. Exercises for Oral Communications – Individual and Group Presentations, Extempore, Role Playing, Debates and Quiz
04	The Importance of Listening and Reading Skills: Introduction, what is listening? Barriers to Listening, Strategies for Effective Listening, Listening in a Business Context Reading Skills for Effective Business Communication*:* Introduction, what is reading? Types of reading, SQ3R Technique of Reading.
05	Guidelines for Written Business Communication: Introduction, General Principles of Writing, Principles of Business Writing Internal Business Communication: Writing Memos, Circulars and Notices: Introduction, What is a Memo? Circulars and Notices, Meetings, Notices, agenda, minutes of the meeting Communicating through Email, Communication with Shareholders External Business Communication– *Writing Business Letters*: Introduction, Principles of Business Letter Writing, Types of Business Letters, Format for Business Letters (Types of business letters: office order, office circular, invitation letters, enquiry letters, trade reference letters, etc Letters from Purchase department, Letters from the Sales/Marketing Department, Accounts department, Personnel department, Letters of social significance, Tenders, Quotations and Orders, Banking Correspondence, Letters of enquiry, dealing with complaints) . Exercises for Written Communications: Essay writing, Poster Making, Writing, an Advertisement Copy, Slogans, Captions, & preparing Press notes, Letter Of Acceptance, Letter Of Resignation Writing Business Reports*:* Introduction, What is a Report? Types of Business Reports, Format for Business Reports, Steps in Report Preparation Employment Communication – Resumes and Cover Letters: Introduction, Writing a Resume, Writing Job Application Letters, Other Letters about Employment Group Discussions and Interviews: Introduction, What is a Group Discussion? Attending Job Interviews, Preparation for GD and Interviews.
06	Technology enabled communication–role of technology, different forms of

	technology for communication, Telephone Etiquette, Netiquette Communication Strategy for Managers: Communicating different types of messages – positive or neutral messages, negative messages, persuasive messages, effective team communication, motivational communication

Reference Books:

Sr. No.	Name of Author	Title of the Book	Publisher
1 National	MeenakshiRaman,Prakash Singh	Business Communication	Oxford Higher Education
2 National	R.K.Madhukar	Business Communication	Vikas Publications
3 National	UrmilaRai, S M Rai	Business Communication	Himalaya Publications
4 International	Shirley Taylor	Communication for Business	Pearson Longman Publications
5 International	Kerry Patterson, Joseph Grenny	Crucial Conversations: Tools for Talking When Stakes Are High	McGraw-Hill
6 International	John V. Thill, Courtland L. Bovee	Excellence in Business Communication	Pearson Publications

Online Resources:

Resource No.	Website Address
01	https://www.freebookcentre.net/business-books-download/Business-Communication.html
02	https://open.umn.edu/opentextbooks/textbooks/business-communication-for-success
03	https://courses.lumenlearning.com/wm-businesscommunicationmgrs/

MOOCs:

Sr. No.	Details
01	www.coursera.org
02	www.udemy.com
03	my-mooc.com

Course : MBA (Executive) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
I	108	Data Analysis Using advance -Excel	
Type	**Credits**	**Evaluation**	**Marks**
CoreElective	2	CES	IE = 100

Course Objectives:	
i) To train the student for using the spreadsheet package MS-Excel for business applications. To impart skills of analyzing data and presenting it using MS-Excel.	
Learning Outcomes :	
Understand the different functions of MS Excel Use MS Excel for analysis of Data	
Unit No.	**Contents**
1	**Introduction to Excel** MS excel screen elements – Tool bar, title bar, ribbon, formula bar, status bar. Moving around a Worksheet, entering and formatting (e.g. Number, Text, Date and Currency) data. Cell referencing (relative, absolute, mixed), using formulae, Use of Find, Replace, Goto.
2	**Working with Excel** Insert, delete - cells, rows, columns. Sorting (basic, custom), filtering, grouping, ungrouping data, dealing with subtotals and grand totals. Validating data, protecting cells. Create, manage, and format pivot tables and pivot charts.
3	**Conditional Formatting** Once defined, it will automatically change the formats as per conditions user inputs. Work with functions to manipulate strings of text and data
4	**Commonly used functions** Sum, Max, Min, Average, Count, Today, Now, Datedif, Countif, CountA, CountBlank, Round, Roundup, Round Down, ABS, Sign, Ceiling, Floor, Trim, Value, Clean, sqrt, if, sumif
5	**Data Viewing and Reviewing**

	Inserting comments, spell checks and changes to the worksheet data etc, Viewing data in different ways eg. Page break, normal etc
6	**Creating and managing charts** Create and modify graphs / charts like Column, Line, Pie, Bar, Area, Scatter, 3D etc. Working with multiple sheets, hyper linking. Work with spark lines. Perform Look UP tables.

Reference Books:

1. Albright : Data Analysis and Decision Making Using MS Excel
2. StwphenNelson : Data Analysis ForDuMmIES
3. Narayan Ash Sah: Data Analysis Using Microsoft Excel 1/e, Excel Bools

Course : MBA (Executive) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
I	109	Computers Application for Business	
Type	**Credits**	**Evaluation**	**Marks**
Open	1	CES	IE = 50

Course Objectives
i) To impart the IT skills and Knowledge required for managers. ii) To help the students understand the basics of computer technology and Networking iii) To help the students develop the use of Tools like Microsoft Word, Microsoft Excel and Power point iv) To orient the students about the E-Commerce technology and its applications in Business world. v) To help the students understand various Information Systems implemented in organizations vi) To acquaint the students with various current trends and concepts of computer Technology.
Learning Outcomes:
i) Students will be able to gain the basic knowledge of Computer Technology ii) Students will be able to know the basics of computer technology and Networking iii) Students will be able to practically use the tools like Microsoft Word, Microsoft Excel and Power point iv) Students will understand the E-commerce technology and its applications v) Students will have a greater understanding of with Information Systems implemented in organizations vi) Students will be familiar with new terms and trends of computer technology

Unit No.	Contents
1	**Introduction to Computer Technolog**y, Basic operations and connecting Devices and External Operating devices, Types of Software: (system, Utility, Applications)

	types of application software (content access, end user, enterprise, simulation, application suite), examples, selecting and acquiring software options for procuring the software (licensed, sold, public domain, open source, freeware, shareware), software trends and issues (mobile applications, integration of in-house and outsourced services strategy, cloud based enterprise solutions), Data Base, Data Base Management Systems
2	**Networking:** Definition of Network, Types of Networks, Advantages of Networks, **Internet:**Definition , concept, advantages, threats, applications
3	**Microsoft Word, Microsoft Excel, Microsoft PowerPoint :** **IT Skills: Lab sessions necessary** Microsoft Office- Introduction and working with MS Word, Features - insert headers and footers, insert table and table options, Mail Merge.etc **MS Power point**- Basic introduction, features, Creating & Formatting Content Collaborating – Track, Edit, Add, Delete Comments, Merge Managing & Delivering Presentations, design a template, entering data to graph, organization chart, slide transitions, creating slide shows.
4	**E-COMMERCE** : E-commerce : Definition, evolution, advantages. Types of E-commerce: B2B, B2C, C2C, E-governance,. Impact of E-commerce on Banking Industry. How Banking Industry has evolved post E-commerce applications.
5	**Introduction to MIS:** Principles of MIS, Characteristics, functions, structure & Classification of MIS, information for decisions; MIS in Manufacturing, Marketing, Finance Human Resource Management, Materials & Project Management; Types of information systems(TPS, MIS, DSS, ESS, ES, KWS), GIS Information systems and functional areas- Transaction processing system, Human Resource systems
6	Current trends- Integrated enterprise system (ERP, CRM, and SCM), COBIT- IT governance tool, changing role of CIO. Concept of SMAC (Social, Mobile, Analytics and Communication), use of Social media face book, tweeter, LinkedIn etc. for general communication and business communication, social media for marketing, email and video conferencing tools for business communication, Analytical tools of data interpretation. Latest terms in computer technology: Definition and concept of Agile Development, Big Data, Business Intelligence, Cloud Computing, Content Management, Disruptive Technology, Green

	Technology, Artificial Intelligence, Wearable devices, Machine Learning, GUI (Graphical user Interface)

Reference Books

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1 – National	Ramesh Bahl	Information Technology for Managers		Tata Macgraw Hill
2 – National	Pradeep K. Sinha	Computer Fundamentals		BPB Publications
3 – National	A. K. Saini, Pradeep Kumar	Computer Application in Management		Anmol Publications
4 – International	Geoff Walsham	"Interpreting Information Systems in Organizations"		The Global Text Project , 2011, http://www.saylor.org/site/textbooks/Information%20Systems%20for%20Business%20and%20Beyond.pdf
5 – International	Henry C. Lucas	"Information Technology for Management"		McGraw-Hill/Irwin , 2009
6 – International	David T. Bourgeois	"Information Systems for Business and Beyond"		Saylor Foundation , 2014

Online Resources:

Online Resources No	Web site address
1	https://www.webopedia.com/
2	http://intronetworks.cs.luc.edu/current/ComputerNetworks.pdf
3	https://www.managementstudyguide.com/understanding-e-commerce.htm
4	https://www.sigc.edu/department/mba/studymet/ManagmentInformationSystem.pdf
5	https://www.tutorialspoint.com/management_information_system/basic_information_concepts.htm

MOOCs:

Resources No	Web site address
1	https://www.coursera.org/browse/information-technology
2	https://www.udemy.com
3	https://alison.com

Course: MBA (Executive) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	**Course Title**	
I	110	**Social Media Management**	
Type	**Credits**	**Evaluation**	**Marks**
Open	1	CES	50

Course Objectives:
i) To understand the concept of Social Media and its utility in marketing efforts. ii) To study the implementation of social media campaign. iii) To study the importance of social media in the promotion of a product or service.
Learning Outcomes:
i) Effective utilization of Social Media in connecting with the target market. ii) Using the social media for the implementation of marketing strategies

Unit No.	Contents
1	Defining your target customer based on the usual demographics, age, gender, identifying your target customer's marital status, where they live, or what their hobbies are, understanding their basic needs, identifying the topics of interests by studying the customer's feedback research analysis,
2	Customer acquisition elements with human approach, why you'll use social media for business, and identify KPIs, Building a Community, designing a media planning strategy, use of social media for marketing strategies, four critical steps you'll need to take to stand out and learn the processes behind taking each step
3	Designing the metrics with which you can measure the growth based on: • Number of group members • Engagement on your live videos • Engagement on your daily posts Questions your group is asking
4	Increase brand awareness, use of metrics to assess brand awareness, boost

	engagement, customer engagement strategies based on their basic needs, targeting the customers and target strategy
5	Criteria of choosing the right social network to engage audience, monthly active users, utility and usage study of Twitter, facebook, Instagram, Pinterest, youtube and other social media sites, asses their pros and cons before launching your website or social media channel
6	Characteristics of creating content that will engage target audience, planning content calendar, designing keywords: transactional, informational, and navigational, create a content plan, building trust through consistent engagement, measure progress **Project/blog or website in development of content and hosting youtube channel to be designed by the students in the area of their interest**

Reference Books:

Sr.No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
4 – International	Jeff Abston	**Youtube Growth Hacking**	2018	CreateSpace Independent Publishing Platform
5 – International	Gary Vaynerchuk	**Crushing It**	2018	Harper Business
6 – International	Donald Miller	**Building a StoryBrand: Clarify Your Message So Customers Will Listen**	2017	HarperCollins Leadership

Online Resources:

Online Resources No	Web site address
1	https://www.socialmediaexaminer.com/how-to-create-social-media-marketing-content-plan-in-7-steps/
2	https://sproutsocial.com/insights/social-media-content-strategy/
3	https://www.smartinsights.com/social-media-marketing/social-media-strategy/creating-social-media-content-strategy-plan/
4	https://blog.hootsuite.com/books-social-media-manager-read/
5	https://business.linkedin.com/marketing-solutions/success/marketing-case-studies?src=go-pa&trk=sem_lms_gaw&veh=Google_Search_APAC_IN_NB-Social_Beta_DR_English_249875649279 %2Bsocial%20%2Bmedia%20%2Bconte nt_c aud-790231220534:kwd-

MOOCs:

Resources No	Web site address
1	https://www.udemy.com/course/social-media-content-creation-101/?utm_source=adwords&utm_medium=udemyads&utm_campaign=DSA_Catch all_la.EN_cc.INDIA&utm_content=deal4584&utm_term=_._ag_82569850245_._ad_3 98023114490_._kw._de_c_._dm._pl._ti_dsa-302692350888_._li_9061696_._pd._&matchtype=b&gclid=CjwKCAjwguzzBRBiEi wAgU0FT4Nw0wI0EFDvWkNXjH5HJAVwbz0wGrB f- w1sPG825KK75SXokKSHWRoCmwwQAvD_BwE
2	https://www.upgrad.com/digital-marketing-and-communication-pgc-mica/?utm_source=Google&utm_medium=Search&utm_campaign=mv_dm_pgc_goo gle_search_highintent-25-64_t1_all&utm_content=social_media_course&utm_term=%2Bsocial%20%2Bmedi a%20%2Bcourse&gclid=CjwKCAjwguzzBRBiEiwAgU0FTwsPEZYDW61_qg_cc4F6 Z tE9L3B15Z_Ldr343-RNgNUa-r-a7LdQNhoCTUgQAvD_BwE
3	https://www.coursera.org/specializations/social-media-marketing
4	https://iversity.org/en/courses/digital-and-social-media-marketing

Course: MBA (Executive) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
I	111	**Current Affairs**	
Type	**Credits**	**Evaluation**	**Marks**
Open	1	CES	50

Course Objectives :
i) Apply the knowledge of management theories andpractices in resolving the business problems. ii) Foster analytical and critical thinking abilities for data-based decision making. iii) Learn new technologies with ease and be productive at all times iv) Read, write, and contribute to Business literature v) Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.
Learning Outcomes:
I) To enable the students to take decisions related to critical current business issues. II) To be able to Interpret and understand the current business issues. III) To analyze business current affairs. IV) To acquaint with the current happenings in the business. vi) To comprehend the current affairs and its implications on businesses at national and international level.

Unit	Contents
1	Economics, Sports, Awards, Politics, Emerging sectors, Finance and Banking sector, IT Sector, ecommerce, Energy sector etc.,
2	Population Census, National Issues, Indian Economy, Indian Judiciary,State Animals and Symbols, Awards and their importance, Name of the Scientist who got Noble prize for important discoveries, Important Days

3	Social Schemes, Reports, Committee and Commission, Accident and calamities, First in India, Environment, Science and Technology,
4	International leadership, International Reports, International committees and recommendations, Geographical event around the world, International Awards, First in the world
5	Summary of Important Books, such as Wings of fire- An autobiography of APJ Abdul Kalam, Mahatma Gandhi Autobiography : The story of my experiments with truth., The Discovery of India by Jawaharlal Nehru, The First- Time Manager, A Survival Guide.Networking For Success., Medici Effect, .ABC's of Selling etc.,
6	Students are required to prepare workbook (practical file) for assimilating data of different events. Make presentations, Study the related topic independently and analyse and relate the current decision with the issue.

Reference Books:

Sr.No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
1..National	Dr. Abdul Kalam&ArunTiwari	Wings of fire- An autobiography of APJ Abdul Kalam	1999	University Press
2. National	Mahatma Gandhi	Mahatma Gandhi Autobiography : The story of my experiments with truth.	1948	Dover Publication
3 – National	Jawaharlal Nehru	The Discovery of India by Jawaharlal Nehru	2008	Penguin
4 – International	Loren B. Belker, Gary S. Topchick	The First- Time Manager	2005	Amacom
5 – International	Bear Grylls	A Survival Guide for life – How to achieve your	2013	July

		goals, thrive in adversity, and grow in character.		
6 – International	FransJohanson	The Medici Effect- What Elephants & Epidemics can teach us about Innovation.	2004	HBS Press
7 – International	Charles Futrell	ABC's of Selling	1989	Irwin

Online Resources:

Online Resources No	Web site address
1	https://dea.gov.in
2	https//finmin.nic.in
3	www.wto.org
4	www.commerce.nic.in
5	www.weforum.com
6	**https://www.journals.elsevier.com/**
7	**http://www.jibs.net/**
8	**Open Textbook Library https://open.umn.edu/opentextbooks/textbooks/international-business**

MOOCs:

Resources No	Web site address
1. Economics	https://www.es.corporatefinanceinstitute.com
2. Politics	https://www.classcentral.com/course/edx-contemporary-issues-in-world- politics-11431?utm_source=mooc_report&utm_medium=web&utm_campaign=new_courses_october_2018
3. Business	EDX https://www.edx.org/learn/international-business
4. Leadership	https://www.classcentral.com/course/edx-agile-leadership-principles-and-

	practices-11920?utm_source=mooc_report&utm_medium=web&utm_campaign=new_courses_october_2018
5. International Financial Environment	https://nptel.ac.in/courses/110105031/

SCHOOL OF DISTANCE EDUCATION,

(w.e.f. 2020_21)

SYLLABUS

MBA - (Executive)

SEMESTER – II

Course : MBA (Executive) - SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	**Course Title**	
II	201	Marketing management	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives:

Course Objectives :
i) To understand the core concepts of Marketing and approaches to Marketing. ii) To differentiate the Marketing and Selling processes. iii) To study the Marketing Environment and understand its influence on Marketing Decisions. iv) To study the concept of Segmentation, Targeting and Positioning. v) To understand the Marketing Mix Elements and their utility in Marketing. vi) To Study the concept of Marketing Research and Marketing Information Systems.
Course Outcomes:
i) Gain a solid understanding of key marketing concepts and skills. ii) Identify and demonstrate the dynamic nature of the environment in which marketing decisions are taken and appreciate the implications for marketing strategy determination and implementation. iii) Develop the students' skills in applying the analytical perspectives on the concepts of marketing and the decisions related to segmentation, targeting and positioning, determining marketing mix etc. iv) Develop an understanding of the underlying concepts, strategies and the issues involved in the exchange of products and services and control the marketing mix variables in order to achieve organizational goals. v) Develop strong marketing research plans and persuasively communicate your recommendations and rationale.

vi) Discuss the scope and managerial importance of marketing research and its role in the development of marketing strategy

Unit No.	Contents
1	Basics of Marketing: Definition and meaning of Marketing, Core concepts of Marketing - Need, Want, Demand, Value,Exchange,Customer satisfaction & Customer delight, Differentiation between Sales and Marketing,Approaches to Marketing - Product, Production,Sales, Marketing,Societal and Relational. Marketing environment - Micro and Macro marketing environment
2	Definition and meaning of consumer behaviour, importance of consumer behaviour, different buying roles, buying motives and its types, buying decision making process.
3	Segmentation, Targeting and Positioning:Meaning, need and importance, bases for consumer market segmentation and industrial market segmentation, evaluation of identified segments and selection and evaluation of target market. Targeting strategies: Levels of market segmentation: segment marketing, niche marketing, local marketing, individual marketing. Positioning and Differentiation: meaning, concept, product, service, people and image differentiation, ways to position the product.
4	Marketing Mix: Concept, Seven P's of marketing mix: Product – meaning, levels of product, product mix- product line – decisions : line stretching, filling, pruning , width, length, depth. Product life cycle (PLC) – Concept, stages in PLC, characteristics and strategies for each stage of PLC. New product development process, Brand – Concept, Brand Creation Price – meaning, objectives of pricing, pricing approaches- cost based, competition based, and market based, pricing strategies- skimming pricing, penetrative pricing,psychological or odd pricing, perceived value pricing, loss leader pricing etc. Place- Importance of distribution in marketing of products or services, Types of intermediaries, levels of channels, Channel Management Decisions- factors considered for

	selection and motivation of dealers and retailers, channel conflict- concept, types of channel conflict, ways to resolve channel conflicts Promotion- Elements of promotion mix: meaning of advertising- 5 Ms. of Advertising, sales promotion, personal selling, public relations, publicity, direct marketing and event marketing and sponsorship.
5	Marketing Research:Need and Importance of Marketing Research, Marketing Research Process, Types of Marketing Research. Marketing Information System- overview.
6	Marketing Planning and Control:Marketing Planning Process, nature and contents of a marketing plan. Need of marketing control, Annual plan control, productivity control, efficiency control and strategic control- marketing audit.

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year and edition	Publisher Company
1 – National	Dr. RajanSaxena	Marketing Management	2016, Fifth edition	Tata McGraw Hill Publications
2 – National	V.S. Ramaswami and S. Namakumari	Marketing Management- Indian Context *Global Perspective	2013, fifth edition	Tata McGraw Hill Publications
3 – National	Dr. Tapan Panda	Marketing Management	2009, second edition	Excel Books India
4 – International	Philip Kotler, Garry Armstrong, PrafullaAgnihotri	Principles of Marketing	2018, seventeenth edition	Pearson Education
5 – International	Philip Kotler, Kavin Lane Keller	Marketing Management	2015, fifteenth edition	Pearson Education India
6 – International	Michael J. Etzel, Bruce J. Walker, William J.	Marketing	2005, fourteenth	McGraw Hill Higher

	Stanton		edition-revised	Education

Online Resources:

Online Resources No	Web site address
1	https://managementhelp.org
2	https://bookboon.com/en/marketing-and-law-ebooks

MOOCs:

Resources No	Web site address
1	https://alison.com/course/introduction-to-marketing-management-revised
2	https://alison.com/course/understanding-your-audience-market-segmentation
3	https://alison.com/course/marketing-management-analysing-competitors-and-customers-revised
4	https://swayam.gov.in/nd1_noc19_mg48/preview

Course : MBA (Executive) - SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	202	Financial Management	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives:

i) To introduce the fundamentals of Financial Management

ii) To orient on the skills set required for Financial Decision Making Techniques

iii) To orient on Financial Statement Analysis and Interpretation

iv) To develop analytical skills which would help decision making in Business.

v) To develop the entrepreneurial mind set

Learning Outcomes :

i) Development of basic skill sets required for Financial Decision Making

ii) Development of analytical skill set to understand and interpret Financial Statements

iii) Graduates are able to improve their knowledge about functioning business, identifying potential business opportunities, evolvement of business enterprises and exploring entrepreneurial opportunities (BEDK)

iv) Graduates are expected to develop skills on analyzing the business data, application of relevant analysis, problem solving in the functional areas, i.e. Critical thinking- Business Analysis-Problem Solving and Innovative Solutions (CBPI)

v) Developing Social Responsiveness to contextual social issues/ problems and exploring solutions. Graduates are expected to identify problems, explore the opportunities, design the business solutions and demonstrate ethical standards in organizational decision making.(SRE)

Unit No 1	Contents
1	**Introduction** Meaning of Financial Management, Scope and Functions of Financial Management,

	Objectives of Financial Management Profit Vs Wealth Maximization, Finance Functions: Investment Decision, Liquidity Decision, Financing Decision and Dividend Decision
2	**Investment Decision: Capital Budgeting Decision** Meaning, Importance and process of Capital Budgeting, Concept of Time Value of Money, Capital Budgeting Techniques - Problems & case studies- Accounting Rate of Return, Payback Period, Net Present Value, Profitability Index, Discounted Payback Period, Internal Rate of Return Capital Budgeting under Risk and Uncertainty Concept and Techniques (Theory only)
3	**Liquidity Decision: Working Capital Management:** Meaning, Need and Types of Working Capital, Components of Working Capital, Factors determining Working capital, Estimation of Working Capital, Problems and Case Studies on Estimation of Working Capital, Sources of Working Capital Financing
4	**Financing Decision: Sources of Long Term Domestic Finance**: Shares, Debentures, Retained Earnings, **Capital Structure:** Meaning and Principles of Capital Structure Management, Factors affecting Capital Structure, **Cost of Capital**:Meaning, Components, Cost of Debt, Cost of Preference Share, Cost of Equity Share, Cost of Retained Earnings, and Weighted Average Cost of Capital. (Theory and Problems), **Leverage**: Concept and Types of Leverage(Problems on Leverages),
5	**Dividend Decision:**Factors determining Divined policy, Theories of Dividend- Gordon Model, Walter Model, MM Hypothesis, and Forms of Dividend Payment: Cash Dividend, Bonus Share and Stock Split, Stock Repurchase, Dividend Policies in Practice.
6	**Financial Statement Analysis**:Meaning and Types, Techniques of Financial Statement Analysis: Common Size Statement, Comparative Statement, Trend Analysis and Ratio Analysis. (Orientation level Problems on Ratio analysis)Funds Flow Statement and Cash Flow Statement. (Theory only)

Reference Books:

Sr.No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	SheebaKapil	Fundamentals of		Pearson

		Financial Management		Publications
2 – National	I.M. Pandey	Financial Management		Vikas Publication
3 – National	Khan and Jain	Financial Management		TATA McGraw Hill
4- National	R.P. Rustogi	Financial Management		
4 – International	Eugene F. Brigham, Michael C. Ehrhardt	Financial Management – Theory and Practice	11th edition.	
5 – International	Jonathan Berk, Peter DeMarzo and Ashok Thampy	Financial Management		Pearson Publication
6 – International	Journal of International Financial Management And Accounting By Wiley Publication			
7– International	Journal of Business Finance And Accounting By Wiley Publication			

Online Resources:

Online Resources No	Resources Name	Web site address
1	Google Scholar	https://scholar.google.com/
2	Gutenberg	https://www.gutenberg.org/
3	Open Culture	http://www.openculture.com/free_ebooks
4	Open Library	https://openlibrary.org/

MOOCs:

Resources No	Resources Name	Web site address

1	Alison - free technology, language, science, health, humanities, business, math, marketing and lifestyle courses.	https://alison.com/
2	Khan Academy - free online courses and lessons	https://www.khanacademy.org/
3	Futurelearn	http://www.openculture.com/free_e books
4	SWAYAM which is a India MOOCs platform for which University Grants Commission has allowed upto 20% credit transfer facility.	https://swayam.gov.in/
5	University of Florida	www.coursera.org
6	University of London	www. cefims.as.uk
7	IIM ,Bangalore	www.edx.org

Course : MBA (Executive) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	203	Human Resource Management	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives:

i. To explain the significance of HRM and changing role of HRM
ii. To explain the process of HRP, Recruitment and Selection.
iii. To discuss the concept of training and development
iv. To illustrate the job evaluation and wage determination concepts.
v. To bring out the role of HR in organization's effectiveness and employee performance

Learning Outcomes :

i. Understand and apply Human resource Management functions for effective management of organization.
ii. Ability of designing job analysis and ability to understand various manpower forecasting techniques
iii. Understand the techniques of recruitment, selection and interview and ability to conduct the recruitment process
iv. Understand the training needs in the organization and ability to design suitable training plan
v. Understand the components of wages and salary and factors affecting it.
vi. Ability to analyze issues related to performance appraisal, career planning and rewards management.

Unit No.	Contents
1	**Introduction to HRM :**

	Definition, Nature and Scope of HRM, Evolution of HRM, Challenges ofHRM, HR Profession and HR Department, Functions of HRM,Global perspective of HRM
2	**Human Resource Planning**: HRP, Demand and Supply forecasting, factors Affecting HRP, Job analysis and Job Design, Recruitment and Selection – Recruitment Process, Sources and Methods of Recruitment, Steps in selection.
3	**Training and Development:** Need and Importance of Training and Development, Training Need Analysis and techniques, Design Training Programme, Methods of training, Training evaluation, Executive Development,Concept of Career Development
4	**Wages and salary Management** Job Evaluation-Process and methods. Wage Determination, Types of Wages, Salary Structure,Fringe benefits, Executive Compensation
5	**Performance Appraisal:** Need and Importance of Performance Appraisal ,Performance Appraisal Process, Methods of Performance Appraisal
6	**Overview of Employee Relations Management**- Meaning and importance of Employee Relations Management, Employee Relation Management Tools, Issues in Employee Relation Management

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	. SeemaSanghi	Human Resource Management	2011	Macmilan Publication,
2 – National	V.S.P. Rao	Human Resource	2006	Excel Books

		Management		
3 – National	. K. Ashwathappa	Human Resource Management	2007	Tata McGraw--Hill
4 – International	Gary Dessler, BijuVarkey	Human Resource Management	2016	Pearson Publication, 12thEdition
5 – International	Ronald J. Burke Cary L Cooper	Reinventing Human resources Management: Challenges and new Directions	2005	Routledge Place of Publishing London

Online Resources:

Online Resources No	Web site address
1	https://hbsp.harvard.edu/cases/
2	https://open.umn.edu/opentextbooks/textbooks/human-resource-management
3	https://www.icmrindia.org/case%20volumes/Case%20Studies%20in%20Human%20Resource%20Management%20Vol%20I.htm
4	https://www.citehr.com/
5	https://www.hr-guide.com/

MOOCs:

Resources No	Web site address
1	https://www.coursera.org/specializations/human-resource-management
2	https://swayam.gov.in/nd1_noc20_mg15/preview
3	https://alison.com/course/introduction-to-modern-human-resource-

	management
4	https://www.classcentral.com/course/managing-human-resources-5462
5	https://swayam.gov.in/nd1_noc20_mg15/preview

Course : MBA (Executive) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	204	International Business	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives:

vii) To prepare the students thoroughly with the domain knowledge and global issues of International business.

viii) To discuss the reason of entering into International business through various trade theories propounded by economist and practical aspects.

ix) To demonstrate through trade data analytics as to what to export and where to export from India.

x) To discuss the role and functions of International organizations and trade organisation that is IMF, World Bank and WTO.

xi) To familiarize the students with the key trade blocks such as NAFTA, EU etc.

xii) To demonstrate the role of exchange rates in global markets.

Learning Outcomes :

V) To enable the students to take decisions related to global issues and policies.

VI) To be able to Interpret Foreign trade policy and avail incentives offered under various schemes.

VII) To analyze the trade data for decision making as to what to export and where to export.

VIII) To recall the role and functions of Global Institutions IMF, WTO and World Bank.

IX) To acquaint with the trade blocks SAARC, NAFTA, EU etc.

X) To comprehend the exchange rates practically and its implications on trade.

Unit No.	Contents	
1	Introduction of International Business and Entry Strategies- Definition of	

	International Business, Nature and Scope of International Business, Domestic Trade versus International Trade, Forms of Countertrade. Market Entry Strategies – Exporting, Importing, Joint venture, Franchising, Merger and acquisition.
2	Globalization and Cultural Issues - Definition of Globalization, Globalization of Markets, Pros and cons of Globalisation, Drivers of Globalization , Cultural environment in International Business (Hofstede Theory –Application in trade). Ease of Doing Business (Parameters given by world bank) in India and across BRICS.
3	Trade Theories, Trade Policy, Trade Analytics - Trade theories –Mercantilism, Absolute Advantage, Revealed Comparative Advantage, H.O Theory and Porters Diamond Model. International Trade Classification and Harmonized System (HS**),** Current Foreign Trade Policy in force (General Provisions), Incentives offered under FTP (Ch-3 and Ch-4 of Foreign Trade Policy). Trade Map Analytics and calculation of RCA, TII for various products, Ease of Doing Business.
4	Balance of Payment and FEMA Act - Components of BOP (Current and Capital Account) , Credit and Debit Entries in BOP, Differentiate between BOT and BOP , Key Provisions of FEMA Act 1999 and difference between FERA and FEMA. Country Risk Analysis and Lessons from ASIAN financial Crisis in 1997.
5	International Financial and Trade Organizations - Role of GATT, WTO, IMF and World Bank group. Dispute settlement mechanism through WTO. Levels of trade integration. Basic conceptual note of NAFTA, SAARC and European Union. Role of BRICS.
6	Foreign Exchange Market and Types of exchange rates - Direct and indirect Quotes, Concept of Nostro and Vostro Account, Types of Exchange -Fixed vs. Flexible Exchange Rate (Independent and Managed Float) , Factors affecting Foreign Exchange Rate , Role, Functions and Participants of Foreign Exchange Market
Activity	Students are required to prepare workbook (practical file) -Hands on experience on trade data analytics to find out the trade related ratios such as RCA (Revealed Comparative Analysis) and TII (Trade Intensity index). Students are advised to prepare assignment/file using HS codes given and find out the competitiveness to decide which market to enter and what products should be exported from India.

	Compare BRICS on EODB Ratings using data from world bank reports. Cultural differences of at least five countries by a group of students to be done.Globalisation Index to be understood in order to find out the reasons for those who are highly globalized versus those who are less globalized.Cultural differences across the countries to be explained using Hofstede theory.Key Exports from India and major markets to be studied through data analytics.

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1 – National	Rakesh Mohan Joshi (IIFT)	International Business	2009	OXFORD
2 – National	V.K Bhalla	International Business	(1 December 2013)	S. Chand
3 – National	K. Aswathappa	International Business	6th Edition 2017	McGraw Hill Education
4 – International	Donald Ball and MichealGeringer	International Business: The Challenge of Global Competition	9th Edition	McGraw-Hill Education
5 – International	Charles W. L. Hill	International Business: Competing in the Global Market Place	10 edition (1 July 2017)	McGraw Hill Education
6 – International	PrashantSalwan John D. Daniels, Lee H. Radebaugh, Daniel P. Sullivan (Author)	International Business, 15/e Fifteenth Edition, Kindle Edition	Fifteenth edition (28 July 2016)	Pearson
7 –	Ricky W.	International	8th Edition on	Pearson

International	Griffin (Author), Michael Pustay (Author)	Business, Global Edition	(May 15, 2014)	

Online Resources:

Online Resources No	Web site address
1	www.imf.orf
2	www.wto.org
3	www.trademap.org
4	www.commerce.nic.in
5	www.dgft.gov.in
6	International Business Review https://www.journals.elsevier.com/international-business-review
7	Journal of International Business Studies http://www.jibs.net/
8	Open Textbook Library https://open.umn.edu/opentextbooks/textbooks/international-business

MOOCs:

Resources No	Subject	Web site address
1	International Business	https://www.openlearning.com/courses/GFMA2023/
2	International Business Environement and Global Startegy –IIMB (SushilVachani)	EDX https://www.edx.org/course/international-business-environment-and-global-stra
3	International Business	EDX https://www.edx.org/learn/international-business
4	International Business I (Coursera) Taught by -**Doug E Thomas**(university of New	COURSERA https://www.coursera.org/learn/international-business

	Mexico)	
5	International Financial Environment	https://nptel.ac.in/courses/110105031/

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Course : MBA (Executive) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	205	Production and Operations Management	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives :
i) To understand fundamentalsofProduction and Operations Management. ii) To develop an understanding of the strategic importance of Production and Operations Management. iii) To understand Production System. iv) To learn EOQ concept. v) ToacquaintthestudentswithconceptsofallthefunctionsundertheManufacturingactiviti esby introducingtheUnits Maintenance Management,SCM,JIT,QAand ISO Certificationetc.
Learning Outcomes :
After learning the concepts of Production and Operations Management, students will- I) Understand various concepts of Production and Operations Management. II) Analyze the importance of Production and Operations Management and compare various issues particular to manufacturing industry. III) Classify various Production Systems. IV) Develop numerical ability to solve examples on EOQ. V) Describe the advantages of Maintenance Management, SCM, JIT, QA and ISO Certification.

Unit No.	Conents .
1	**Introduction to POM** Nature,Scope,ImportanceandFunctionsofPOM,ProductionProcess,

	DifferencebetweenProductionandServiceoperations, Responsibilities of Production Manager,Productionprocessselectiondecisions, Production System, Classification of Production System.
2	**Production Planning Control** ObjectivesofPPC&it'svariousfunctionsofcommonandoptionalnature,Co-ordination of PPC with other departments.Job sequencing, Assembly Line Balancing.
3	**Plant Location and Layout** Plant Location: Meaning, Need for selecting a suitable Location,FactorsaffectingPlantLocationDecision,PlantLayout: objectives,types of Plant Layout.
4	**Maintenance Management** Concepts, Need of maintenance, Objectives & types of maintenance.
5	**Inventory management** Concept, Importance, Classification of Inventory System, EOQ Model with numericals,BasicconceptofMaterialRequirement Planning(MRP).
6	**EmergingTrendsinPOM** SupplyChainManagement(SCM),JustinTime(JIT),QualityControl,QualityAssurance(QA),ISOcertification,Enterprise ResourcePlanning(ERP), TotalQualityManagement(TQM),TPM, Quality Circles.

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Addition	Publisher Company
1 – National	L.C.Jhamb	Production Operations Management	2009	Everest Publishing House
2 – National	Chunawala& Patel	ProductionandOperationsManagement	2009	Himalaya Publishing House
3 – National	S.N.Chary	ProductionandOperationsManagement	2004	TataMcGrawHillLtd.

4 – International	EverettAdams&RonaldEbert.	ProductionandOperationsManagement	1992	Prentice Hall
5 – International	Martin Kenneth Starr	ProductionandOperationsManagement	2008	Cengage Learning
6 – International	James B. Dilworth, White	Production and Operations Management: An Overview	1993	Thomson Learning

Online Resources:

Online Resources No	Web site address
1	http://www.yourarticlelibrary.com
2	https://en.wikipedia.org
3	https://managementhelp.org
4	https://www.cleverism.com
5	https://commercemates.com

MOOCs:

Resources No	Web site address
1	www.swayam.gov.in
2	www.udemy.com
3	www.coursera.org

Course : MBA (Executive) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	**Course Title**	
II	206	Research Methodology	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives:

i) To introduce the role of research in business and management

ii) To introduce the concepts of scientific research and methods of conducting scientific enquiry

iii) To identify various sources of information for literature review and data collection.

iv) To familiarize the learners with the key concepts in sampling techniques and instruments for data collection

v) To develop basic understanding of conducting surveys and reporting the research

vi) To educate on the ethical issues in conducting applied research.

Learning Outcomes :

At the end of the course the learner will

I) Develop understanding on different applications of research for managerial decision making

II) Explain key research and summarize the research articles and research reports

III) Have basic awareness of data analysis-and hypothesis testing procedures

IV) Design questionnaires and administer simple survey based projects.

V) Describe sampling methods, measurement scales and instruments, and appropriate uses of each

VI) Explain the rationale for research ethics

Unit No.	Contents	

1	**Introduction to Research Methodology** Meaning, definition and objectives of research, motivations for research, type of research, Importance of research in managerial decision making , research in Research in functional / business areas. Qualities of a good researcher.
2	**Research process:** Steps in research process, Defining the research problem, Problem formulation and statement, Framing of hypothesis Research design: Meaning, characteristics, advantages and importance of research design. Measurement – types and errors in measurement. Development and designing of tools of data collection – Attitude measurement scales, Levels of measurement and questions of validity and reliability Designing of research projects – research proposal, Pilot surveys

3	**Sampling and Data Collection:** Census and sample survey. Need and importance of sampling, probability and non-probability sampling technique. Data collection – Primary and secondary sources of data, methods of collecting primary data - interview, observation, questionnaires, schedules through enumerators, surveys. Advantages and Limitations of different methods of data collection. Use of secondary data, precautions while using secondary data.
4	**Processing and Analysis of Data** Meaning, importance and steps involved in processing of data. Use of statistical tools and techniques for analysis of data. Testing of Hypotheses, Basic concepts, importance of hypothesis. Procedure of testing of hypothesis. Chi-square test – Problems on Basic application of chi square test. Analysis and Interpretation of data – Interpretations of results, Concept of Univariate, Bi-variate and multivariate analysis of data
5	**Reporting of research :** Importance of research reports, types of reports, Format of a research report, Precautions in writing a research report.. Plagiarism and its types. References and Bibliography. Dissemination of research results. Ethical issues in conducting research.
6	**Role of ICT in research** Information and Computer Technology(ICT), Important characteristics, Computer Applications for research, Use of Statistical Software Packages for research

Pedagogy- Teaching methods include readings, lectures, group discussions, exercises, and assignments and Mini Projects..

Evaluation: Assignments Presentation , Mini-project/End-Term Paper

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1 – National	Kothari C R	Research Methodology – Methods & Techniques	2014	PHI Pvt Ltd New Delhi
2 – National	Uma Sekharan	Research Methods for business	2016	Oxford
3 – National	Ranjit Kumar	Research Methodology	2009	Pearson Education
4 – International	Donald Cooper and PS Schindler	Business Research Methods	2015	Tata McGraw Hill
5 – International	Neuman, W.L.	Social Researhc Methods – Qualitative and Quantitative	2008	Pearson
6 – International	Saunders, M., Lewis, P., &Thornhill, A.	Research Methods for Business Students	2011	Pearson

Online Resources:

Sr	Web site address
1	https://www.manaraa.com/upload/43ef7b58-5c8a-4371-8aea-699609cd2aaf.pdf
2	http://ebooks.lpude.in/commerce/mcom/term_2/DCOM408_DMGT404_RESEARCH_METHODOLOGY.pdf
3	https://www.methodspace.com/open-access-sage-journals-with-a-research-methods-focus/
4	https://www.researchgate.net/deref/https%3A%2F%2Fwww.amazon.com%2Fhow-research- todays-tips-tools-ebook%2Fdp%2Fb01i5jjdxc http://www.ala.org/tools/research/larks/researchmethods
5	https://www.intechopen.com/online-first/research-design-and-methodology
6	https://lecturenotes.in/m/21513-research-methodology-

7	http://ebooks.lpude.in/commerce/mcom/term_2/DCOM408_DMGT404_RESEARCH_METHODOLOGY.pdf

MOOCs:

Resources No	Web site address
1	https://swayam.gov.in/nd2_cec20_hs17/preview
2	https://www.classcentral.com/course/researchmethods-1767
3	https://www.coursera.org/learn/research-methods
4	https://www.classcentral.com/course/swayam-introduction-to-research-5221
5	https://www.edx.org/course/introduction-to-social-research-methods
6	https://www.coursera.org/learn/qualitative-methods

Continuous Assessment in percentage = total for 50 marks)

Class participation	Quizzes/class test	Mini Project	MOOCs /assignment	MID SEM
10%	20%	40%	10	20%

Course : MBA (Executive) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	207	Business Environment	
Type	**Credits**	**Evaluation**	**Marks**
Core	2	CES	UE:IE = 70:30

Course Objectives :
i) To enable the students to understand the overall business environment within which an organization has to function. ii) To enable students to understand its implication for decision making in business organizations.
Learning Outcomes :
On the successful completion of this course the learner will be able to; i) Understand the role of managers in firms. ii) Design and develop strategic plans for the organization iii) Understand the importance of various sectors of the economy and their contribution towards national income.

Unit	Contents
1	**Introduction to Business Environment:** - Nature and scope of business, goals meaning of environment of business, objectives, environmental analysis, significance/benefits of environmental analysis, environmental factors/types, techniques of environmental forecasting, limitations of environmental forecasting.
2	**Economic Environment**: - Nature of economy, structure of economy, understanding economic system, economic policies- Industrial Policy and Trade Policy, Fiscal Policy, Monetary Policy, National Income and GDP, composition and growth trends.
3	**Regulatory Environment**: - Functions of state, Economic role of Government, Government and Legal System, the constitutional environment, forms of Government regulations, state intervention and control, business- Government interference.

4	**Socio-Cultural Environment**: - Business and Society- social responsibility of business social orientation of business, the Indian scenario, social audit, impact of culture on business, other socio-cultural factors and business, Consumer Protection Act, Consumer rights, Right to information Act, business ethics and corporate governance.
5	**Natural and Technological Environment**: - Natural Environment, technological environment and their impact on business, innovation and business technology and competitive advantage, economic effects of technology, technology policy and government promotional facilities.
6	**Global Environment and Institutions**: - Globalisation- meaning, features, benefits, challenges, globalization of Indian businesses GATT and WTO – understanding WTO, functions, structure, implications for India, regulation of foreign trade- Foreign Trade Act, EXIM policy, FEMA.

Reference Books : -

Sr. No.	Name of the Author	Title of the Book
1 National	Raj Agarwal	Business Environment
2 National	Francis Cherunilam	Business Environment
3 National	K. Aswathappa	Essentials of Business Environment

Online Resources:

Online Resources No	Web site address
1	www.rbi.org.in
4	www.economist.com
5	www.bbc.com

MOOCs:

Resources No	Web site address
1	Swayam
2	Coursera

Course : MBA (Executive) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	208	Business Ethics and Corporate Governance	
Type	**Credits**	**Evaluation**	**Marks**
Core Elective	2	CES	IE = 100

Course Objectives:
i) To help the students understand the importance of ethical values and principles in life. ii) To enable students to comprehend the different dimensions of Business Ethics. iii) To enlighten about the corporate social responsibility in the corporate business.
Learning Outcomes :
i) The Students should be able to understand the importance of ethics and values in personal and professional life. ii) There should be a positive change in the attitude of the students towards morals, values and ethics after studying the subject. iii) The students understand their responsibility towards the society while running any business or as an employee.

Unit No.	Contents
01	Overview of Business Ethics: Importance of Business Ethics, Development of Business Ethics, Ethical Issues in Business, Ethics as a Dimension of Social Responsibility. Ethics and Management. Ethics and values, Norms, Beliefs, Morality
02	Ethical Decision Making : Ethical Decision Making process and Corporate Governance, Moral Philosophies and Moral Development. Factors involved: Corporate Culture, Structure, Relationship and Conflicts. Framework for ethical decision making.
03	Spirituality and Ethics: What is Spirituality? Importance, relationship between spirituality and ethics. Influence of Major religions on ethics: Hinduism, Islam, Christianity, Buddhism, Sikhism, and Zoroastrianism.

	Indian culture, Ethos and Values
04	Social, Environmental and Ethical Issues in Business: Issues and opportunities for Business in socio-environmental context, Business action that affects society (Ethical issues), Social responsibility of Business, Ethics and the Environment (pollution control and conserving depletable resources), Legal and Regulatory Issues
05	Ethics in Business disciplines: Ethics and Marketing, Ethics and Human Resource Management, Ethics and Finance, Ethics and Technology
06	Implementation of Business Ethics Need for organizational ethics program, Codes of Conduct, Ethics Audit and its 4 process, Corruption and Scams, Impact of Corruption on Society and Economy, Anti-Corruption Laws, Agencies such as Central Vigilance Commission(CVC) and Central Bureau of Investigation(CBI) for anti-corruption cases, Professional values for business and managerial values,

Reference Books:

Sr. No.	Name of Author	Title of the Book	Publisher
1 National	Murthy CSV	Business Ethics	Himalaya Publishing House
2 National	Hartman L, Chatterjee A	Perspectives in Business Ethics	McGraw Hill Publishing Co. Ltd
3 National	Ananda Das Gupta	Business Ethics –An Indian Perspective	Springer Publications
4 International	Velasquez Manuel G	Business Ethics	Eastern Economy Edition
5 International	Ferrell O C, Fraedrich John Paul, Ferrell Linda	Business Ethics, Ethical Decision Making and Cases	Biztantra
6 International	Boatright John	Ethics and the conduct of Business	Pearson Education

Online Resources:

Resource No.	Website Address
01	https://www.ethicssage.com/ethics-resources.html
02	https://maag.guides.ysu.edu/businessethics/web
03	https://www.researchgate.net/publication/226607374_Business_Ethics_Resources_on_the_Internet

MOOCs:

Sr. No.	Details
01	www.coursera.org
02	www.udemy.com
03	my-mooc.com

Course : MBA (Executive) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	209	Introduction to Business Analytics	
Type	**Credits**	**Evaluation**	**Marks**
Open	1	CES	IE = 50

Subject / Course Objectives :

i) To gain an understanding of how managers use business analytics to formulate and solve business problems and to support managerial decision making.

ii) To become familiar with the processes needed to develop, report, and analyze business data

Learning Outcomes :

After successful completion of this course the learner will be able to :

i) Make sound managerial decisions aimed at furthering the business interests of the company.

ii) Identify, analyze and understand the problems faced by the company.

iii) Provide concrete solution to the identified business problems.

Unit No.	Contents
1	Introduction, What is Business Analytics, Overview of Areas where Business Analytics is applied
2	Visualization and Data Issues, organization of Source of Data, Importance of Data Quality, Dealing with Missing or incomplete data, data classification,
3	Data Mining: Introduction to Data Mining- classification, basic concepts, Data mining process, data mining tools XL MINER.
4	Applications of Business Analytics - Risk - Fraud Detection and Prediction, Recovery Management, Loss Risk Forecasting, Risk Profiling, Portfolio Stress Testing, Market share estimation and Sensitivity Analysis
5	Tableau: Extracting data into Tableau, data preparations, dimensions, transformation of variables, creating views , working with charts, exporting visualizations
6	CAPSTONE: A multifaceted assignment on any one of the following: Recruitment Analytics,

Compensation Analytics, Talent Analytics, Training Analytics, Human Resource Retention Analytics, Workforce Analytics

Reference Books : -

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1 National	PurbaHalady Rao	Business Analytics – an application focus	2013	PHI Learning
2 National	Tanushree Banerjee Arindam Bannerjea	Business Analytics – Text and Cases	2019	SAGE Publications
3 International	Essentials of Business Analytics	BhimasankaramPochiraju, Sridhar Seshadri	2018	Springer
4 International	Gert H.N. Laursen, JesperThorland	Business Analytics for Managers	2010	Wiley and SAS Business Series
5 International	Mark J. Schniederjans, Dara G. Schniederjans and Christopher M Starkey	Business Analytics-Principles, Concepts and Applications	2014	Pearson
6 International	Jay Liebowitz	Business Analytics: An Introduction	2013	CRC Press, Taylor and Francis

Online Resources:

No	Web site address
1	https://www.managementstudyguide.com/business-analytics.htm
2	https://www.academia.edu/35314419/Bernard_Marr_Key_Business_Analytics_The_60_business_analysis_tools_every_manager_needs_to_know.pdf
3	https://www.researchgate.net/publication/320685945_Understanding_the_Role_of_Business_Analytics_Some_Applications

MOOCs:

Resources No	Web site address
1	Swayam
2	https://www.coursera.org/specializations/business-analytics
3	https://www.edx.org/course/people-management-3
4	https://www.edx.org/course/data-models-and-decisions-in-business-analytics
5	https://www.classcentral.com/course/intro-business-analytics-12295

Course : MBA (Executive) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	210	E-commerce Application	
Type	**Credits**	**Evaluation**	**Marks**
Open	1	CES	IE = 50

Course Objectives:
i) To enable basic concepts about E-commerce. ii) To study knowledge of business models iii) To learn need of e-commerce security. iv) To enable knowledge about E-payment system. v) To know the e-commerce Applications. vi) To have an overview of M-commerce.
Course Objectives:
i) Basic concepts about E-commerce will be studied. ii) Knowledge of business models will be used. iii) Students will implement e-commerce security. iv) Better usage will be down with help of E-payment system. v) Where e-commerce Applications are used. vi) Use of M-commerce technology.

Unit No.	**Contents**
1	**Introduction to E-Commerce** Brief history of e-commerce, definitions of e-commerce, technical components and their functions, e-commerce versus traditional business,requirements of e-commerce. Advantages and disadvantages of e-commerce, Value chain in e-commerce, current status of e-commerce in India.

2	**Business Models for e-commerce** Types of business models (B2B, B2C, C2B,C2C) with examples. EDI Requirement of EDI, types of EDI, advantages and disadvantages of EDI. ISP, Types of ISP, Choosing an ISP, domain name, domain name types, how to register domain name.
3	**Business Models for e-commerce** Types of business models (B2B, B2C, C2B,C2C) with examples. EDI Requirement of EDI, types of EDI, advantages and disadvantages of EDI. ISP, Types of ISP, Choosing an ISP, domain name, domain name types, how to register domain name.
4	**E-commerce Payment System** Overview of Electronic payment technology, limitations of the traditional payment system, requirements of e-payment system. B2B Electronic Payments, Third-Party Payment Processing, Electronic Payment Gateway Electronic or digital cash, properties of digital cash, how it works. Online credit cardpayment system, smart card.
5	**E-Commerce Applications** E-Commerce and banking, e-commerce and retailing, e-commerce and online publishing, online marketing, e-advertising, e-branding.
6	**Mobile Commerce** Overview of M-Commerce - Wireless Application Protocol (WAP), Generations of Mobile Wireless Technology, Components of Mobile Commerce, Networking Standards for Mobiles Examples of M-Commerce, Current Status of M-Commerce in India, M-commerce applications, Mobile information Services, Mobile banking and trading.

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year	Publisher

			Addition	Company
1 – National	C.S.V. Murthy	E-Commerce		Himalaya Publishing House
2 – National	P.T.Joseph	E-Commerce A Managerial Perspective		Prentice Hall of India
3 – International	Kalakota and Whinston	Frontiers of Electronic Commerce		Pearson Education

Online resources ;

Online Resources No	Web site address
1	www.udemy.com

MOOCs:

Resources No	Web site address
1	Alison
2	Sayam
3	Coursera

Course : MBA (Executive) – SDE - CBCS 2020 – w.e.f. - Year 2020 – 2021			
Semester	**Course Code**	***Course Title***	
II	211	Managerial Skills for Effectiveness	
Type	**Credits**	**Evaluation**	**Marks**
Open	1	CES	IE = 50

Course Objectives:

Subject / Course Objectives :
i) To offer exposure of essential managerial skills to students and developing these skills in the students. ii) To emphasize the development of the skills and knowledge required for successful managerial performance. iii) To focus on such areas as developing self-awareness iv) To develop creative problem-solving, supportive communication v) To focus on the use of power and influence, motivation techniques vi) To manage conflict
Learning Outcomes:
I) Demonstrate applicable knowledge of the common skills needed for managerial effectiveness within the functions of management. II) Demonstrate applicable knowledge of various human behavior and motivation techniques relating to leading individuals and teams. III) Demonstrate comprehension of values, power, and influence relating to

	organizational culture, change, and ethical decision-making in global contexts.
IV)	Identify and critically assess assumptions that influence decisions and actions on management, leadership, teamwork and relationship building
V)	Receive and integrate feedback on decision-making practices, conflict resolution skills, and teamwork behaviors with the support of a team-based coach
VI)	Demonstrate writing business messages and reports

Unit No.	Contents
1	Introduction to skills & personal skills: Importance of competent managers, skills of effective managers, developing self-awareness on the issues of emotional intelligence, self-learning styles, values, attitude towards change, learning of skills and applications of skills.
2	Problem solving and building relationship: Problem solving, creativity, innovation, steps of analytical problem solving, limitations of analytical problem solving, impediments of creativity, multiple approaches to creativity, conceptual blocks, conceptual block bursting. Skills development and application for above areas.
3	Building relationship Skills for developing positive interpersonal communication, importance of supportive communication, coaching and counseling, defensiveness and disconfirmation, principles of supportive communications. Personal interview management. Skill analysis and application on above areas.
4	Team building: Developing teams and team work, advantages of team, leading team, team membership. Skill development and skill application.
5	Empowering and delegating: Meaning of empowerment, dimensions of empowerment, how to develop empowerment, inhibitors of empowerment, delegating works. Skills development and skill application on above areas.
6	Communication related to course: How to make oral presentations, conducting meetings, reporting of projects, reporting of case analysis, answering in Viva Voce, Assignment writing

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year /Edition	Publisher Company
1 – National	V.S.P.Rao	Managerial Skills	2010	Excel Books, New Delhi
2 – National	Bovee, Courtland L, Thill, John V. and Raina, RoshanLal	Business Communication Today	2017	Pearson Education, New Delhi
3 – National	Ramnik Kapoor	Managerial Skills		PathMakers, Bangalore
4 – International	Barun K. Mitra	Personality Development and Soft skills		Oxford University Press
5 – International	R. Alec Mackenzie	The Time Trap: The Classic book on Time Management		
6 – International	David A Whetten, Cameron	Developing Management skills	2008	Prentice Hall

Online Resources:

Online Resources No	Web site address
1	www.futurelearn.com
2	www.classcentral.com
3	www.onlinembapage.com
4	www.businessnewsdaily.com
5	www.alison.com

MOOCs:

Resources No	Web site address

1	www.mooc-list.com
2	www.mbacentral.org
3	www.my-mooc.com
4	www.accreditedschoolsonline.org

BHARATI VIDYAPEETH

DEEMED TO BE UNIVERSITY, PUNE (INDIA)

(Established u/s 3 of the UGC Act, 1956 vide Notification No.F.9-15/95-U-3 of the Govt. of India)

*** Accredited 'A+' Grade (2017) By NAAC ***

*** 'Category -I' University Status by UGC ***

*** 'A' Grade University Status by MHRD Govt. of India ***

"Social Transformation Through Dynamic Education"

SCHOOL OF DISTANCE EDUCATION

Recognized by University Grants Commission- Distance Education Bureau (UGC-DEB), New Delhi

PROGRAMME PROJECT REPORT (PPR)

OF

MASTER OF COMPUTER APPLICATIONS
(MCA)

BHARATI VIDYAPEETH DEEMED TO BE UNIVERSITY PUNE, INDIA

FACULTY OF MANAGEMENT STUDIES

Board of Studies in Computer Applications Structure of
Master of Computer Applications Programme
(Under Choice Based Credit System)

1. INTRODUCTION

The MCA Program under School of Distance Education is 72 credits programme offered by Bharati Vidyapeeth (Deemed to be University), Pune and is conducted at its Learner Support Centres in Pune, Delhi, Mumbai, Karad, Kolhapur, Sangli, and Solapur. All the Learner Support Centers have excellent teaching staff, laboratories, library, and other facilities to provide proper learning environment. The University is reaccredited by NAAC with an 'A+' grade (3rd cycle). The expectations and requirements of the software industry, immediately and in the near future, are visualized while designing the MCA programme. This effort is reflected in the Vision and Mission statements of the MCA programme. Of course, the statements also embody the spirit of the vision of Late Dr. Patangraoji Kadam, the Founder of Bharati Vidyapeeth and Chancellor, Bharati Vidyapeeth Deemed to be University which is to usher in ―Social Transformation Through Dynamic Education."

2. VISION STATEMENT OF MCA PROGRAMME

Achieve excellence in Computer Applications with respect to teaching, learning and researching to meet the growing needs of the Industry and Society.

3. MISSION STATEMENT OF MCA PROGRAMME

(a) Promote outcome-based learning strategies in-order to meet Global Industry Standards.

(b) Encourage innovations and problem-solving capabilities in Students and the Faculty.

(c) Cultivate collaborative research in both students and faculty members through Industry Interactions and Collaborations.

(d) Enhance Entrepreneurship Skills among students.

4. OBJECTIVES OF THE MCA PROGRAMME

PEO1: To build a strong foundation for students to become proficient in all academic concepts and technical skills necessary to become an IT Professional.

PEO2: To provide a conducive environment for designing, implementing and testing various software applications through Software Development Cell.

PEO3: To keep the students and faculty abreast with the emerging technologies in the field of computer applications.

PEO4: To bring professionalism amongst the students and promote holistic development.

PEO5: To involve students in sustainable IT practices and community services

5. LEARNING OUTCOMES FROM THE MCA PROGRAMME

PO1: Computational Knowledge: Apply knowledge of computing fundamentals, mathematics and given domain to design appropriate models for a given problem and/or requirements.

PO2: Problem Analysis: Apply fundamental knowledge of software engineering and various systems domain in order to analyze, identify, formulate and provide the solution to given problem.

PO3: Design/Development of Solutions: Design and evaluate solutions, systems, modules and processes for specified set of needs with appropriate consideration of societal values and industry expectations.

PO4: Conduct researching in Information Systems: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

PO5: Modern Tool Usage: Use of modern tools for delivering milestones like problem analysis, design, development, testing and deployment.

PO6: Professional Ethics: Learn and inculcate professional ethics, cyber regulations, professional responsibilities and norms of professional computing world.

PO7: Lifelong Learning: Acknowledge the need for continuous professional development and practice it through self-motivated, independent learning.

PO8: Management Domain: Involving in projects development as individual or group to solve problems in various domains and environments using computational and management skills.

PO9: Communication Efficacy: Demonstrate efficacy in verbal and non-verbal means of communication like reports, design documentation and presentations to elaborate about complex computing.

PO10: Innovation and Entrepreneurship: Provide conducive environment for innovation and entrepreneurship leading to solutions for betterment of society.

6. ACADEMIC PLANNER

	For June Admission Session Students	For January Admission Session Students
Admission Date	1st September to 31st October	1st February to 31st March
Eligibility Document Submission	1st September to 30th November	1st February to 30th April
Internal Home Assignment Submission	**For Sem - I, III -** October to November **For Sem - II, IV -** April to May	**For Sem - I, III -** April to May **For Sem - II, IV -** October to November
Examination Form Submission	**For Sem - I, III -** October to November **For Sem - II, IV -** April to May	**For Sem - I, III -** April to May **For Sem - II, IV -** October to November
University Examinations	**For Sem - I, III –** January-February **For Sem - II, IV –** June-July	**For Sem - I, III –** June-July **For Sem - II, IV –** January-February

7. ADMISSION PROCEDURE

The Application Form is available on website of BVDU School of Distance Education i.e. distance.bharatividyapeeth.edu. The candidate will have to apply for admission to any academic programme of his / her choice thorough online. The candidate will be admitted provisionally to the programme on verification of the eligibility for admission. He / She will be asked to complete the eligibility requirement by submitting the required Marksheets, Leaving/Transfer Certificate, Educational Gap Certificate (if required), Aadhaar Card etc. After verification of required documents candidate admission will be confirmed.

8. ELIGIBILITY FOR ADMISSION TO THIS PROGRAMME:

Admission to the programme is open to Any Candidate (Graduate) of any recognized University satisfying the following conditions.

1. Passed BCA/ Bachelor Degree in Computer Science or Engineering or equivalent Degree. OR Passed B.Sc. / B.Com. / B.A. with Mathematics at 10+2 Level or at Graduation Level (with additional bridge Courses as per the norms of the concerned University).
2. Obtained at least 50% marks (45% marks in case of candidates belonging to SC/ST category) in the qualifying Examination.

9. DURATION OF THE PROGRAMME

The duration of this programme is two years divided in to four semesters.

10. MEDIUM

The medium of instruction and examination is English only.

11. FEE STRUCTURE

Sr. No.	Particular	I Year	II Year
1	Admission Fee	500/-	-
2	Tuition Fee	30000/-	30000/-
3	Examination Fee	8440/-	8540/-
Total		**28940/-**	**38940/-**

12. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

Sr. No.	Programmes	Total Programme Fees	Admission Fee	Tuition Fee	Study Material Development Cost	Contact Lectures Cost	Other Administrative / Educational Expenses
1	M.C.A.	60500/-	500/-	60000/-	6150/-	12000/-	41850/-

13. STUDENT SUPPORT SERVICES

a) Student Counseling:-

Full time Student Counseling Desk is available at BVDU School of Distance Education, Pune (Head Quarter). Student can contact to this office and get detail information related to Admission, Programme eligibility, Programme fees, Important Dates related to all Academic Activities, details of Learning Support Centers, Information of Examinations etc. As well as student can contact to this office through email for their queries.

b) Personal Contact Session (PCP):-

Personal Contact Sessions conducted by Learning Support Centre and organized on holidays, normally at time convenient to the student, during which a qualified expert faculty gives explanations and help to clear the doubts and difficulties of the students and also delivering instructions to the students about study material.

c) E-Learning Support:-

The electronic versions of learning resources in mobile-ready formats are available freely on 'e-Learning Environmental Portal' of School of Distance Education (econnect.bvuict.in/econnect/) for students. Details programme Syllabus; Videos of Expert Lecturers on various Topics, Self Learning Material, and Old Question Papers are also available on this portal. Student can easily access this instructional material.

d) Self Learning Material (SLM):-

Soft Copies of Self Learning Materials (SLM) will be available on e-Learning Environment Portal of School of Distance Education (SDE) https://www.bvuict.in

14. METHODS AND MEDIA USED IN SELF INSTRUCTIONAL MATERIAL DELIVERY

Self Instructional Material is delivered in various media. Soft Copies of Self Learning Materials (SLM) will be available on e-Learning Environment Portal of School of Distance Education (SDE) https://www.bvuict.in. The electronic version of the learning resources including the lectures, instructional material, lectures in mobile-ready formats are available freely on the 'e-learning Environment Portal' of School of Distance Education.

15. FACULTY AND SUPPORT STAFF

As per the requirement of programme faculties (internal and external) are available in adequate number. They are conducting all academic activities related to this programme.

16. EVALUATION OF LEARNER

As a part of evaluation of learner, following activities are conducting at every Learner Support Centre.

- Continuation / Internal Assessment of each subject.
- Conducting Tutorials.
- Conducting Term End Examinations at the end of each session.
- Question Papers Sets with Multiple Choice Questions.

17. CREDITS: 72

The definition of credits is based on the following parameters:

i) Learning hours put in by the learner
ii) Learning outcomes
iii) Contents of the syllabus prescribed for the course etc.

In this system each credit can be described as:

For 2 Credits Students Should Complete Following	
Assignments	2
Lab Practical Sessions through Virtual Lab Mode	2 Hrs per course as per syllabus
Synchronous Chat	3 Hrs
Asynchronous Discussion Forum	2- 10 Topics per course as per subject
Synchronous (Face-to-Face) Counselling Sessions (Theory)	6 Hrs
e-content (in terms of units)	6-8 units
Study Inputs	60 Hrs

18. GRADING SYSTEM FOR PROGRAMMES UNDER FACULTY OF MANAGEMENT STUDIES:

Grade Points: The Faculty of Management Studies, Bharati Vidyapeeth Deemed to be University has suggested the use of a 10-point grading system for all programmes designed by its various Board of Studies.

A grading system is a 10-point system if the maximum grade point is 10. The system is given in Table I below.

Table I: The 10-point Grading System Adapted for Programmes under FMS

Range of Percent Marks	**[75, 100]**	**[70,74.9]**	**[65, 69.9]**	**[60, 64.9]**	**[55, 59.9]**	**[50, 54.9]**	**[45, 49.9]**	**[40, 44.9]**	**[00, 39.9]**
Grade Point	**10.0**	**9.0**	**8.0**	**7.0**	**6.0**	**5.5**	**5 0**	**4.5**	**0.0**
Grade	**O**	**A+**	**A**	**B+**	**B**	**C**	**+ C**	**D**	**F**

19. SCHEME OF EXAMINATION:

For some courses there is Internal Assessment (IA) conducted by the respective institutes as well as a University Examination (UE) at the End-of-the Term. UE will be conducted out of 70 marks and IA will be conducted for 30 marks then these are converted to grade points and grades as per the Table I. For courses having only Continuous Assessment (CA) the respective institutes will evaluate the students in varieties of ways, three or four times, during the term for a total of 100 marks. Then the marks will be converted to grade points and grades using the Table I.

20. STANDARDS OF PASSING & RULES OF ATKT:

For all courses, both UE and IA constitute separate heads of passing (HoP). In order to pass in such courses and to earn the assigned credits, the learner must obtain a minimum grade point of 5.0 (40% marks) at UE and also a minimum grade point of 5.0 (40% marks) at IA. . A student who fails at UE in a course has to reappear only at UE as backlog candidate and clear the Head of Passing. Similarly, a student who fails in a course at IA has to reappear only at IA as backlog candidate and clear the Head of Passing to secure the GPA required for passing.

The 10 point Grades and Grade Points according to the following table:

Range of Marks (%)	**Grade**	**Grade Point**
80≤Marks≤100	O	10
70≤Marks<80	A+	9
60≤Marks<70	A	8
55≤Marks<60	B+	7

50≤Marks<55	B	6
40≤Marks<50	C	5
Marks < 40	D	0

Table 1

The performance at UE and IA will be combined to obtain GPA (Grade Point Average) for the course. The weights for performance at UE and IA shall be 70% and 30% respectively. GPA is calculated by adding the UE marks out of 70 and IA marks out of 30.The total marks out of 100 are converted to grade point, which will be the GPA.

Formula to calculate Grade Points (GP):

Suppose that "Max" is the maximum marks assigned for an examination or evaluation, based on which GP will be computed. In order to determine the GP, Set x = Max/10 (since we have adopted 10 point system). Then GP is calculated by the following formulas

Range of Marks	**Formula for the Grade Point**
8x ≤ Marks≤10x	10
5.5x ≤ Marks<8x	Truncate (M/x) +2
4x ≤ Marks<5.5x	Truncate (M/x) +1

Table 2

Two kinds of performance indicators, namely the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a learner in all the courses in a particular semester, while the CGPA measures the cumulative performance in all the courses since his/her enrollment. The CGPA of learner when he /she completes the programme is the final result of the learner.

The SGPA is calculated by the formula

$$SGPA = \frac{\sum Ck * GPk}{\sum Ck},$$

where, Ck is the Credit value assigned to a course and GPk is the GPA obtained by the learner in the course. In the above, the sum is taken over all the courses that the learner has undertaken for the study during the Semester, including those in which he/she might have failed or those for which he/she remained absent. **The SGPA shall be calculated up to two decimal place accuracy.**

The CGPA is calculated by the following formula

$$CGPA = \frac{\Sigma C_k * GP_k}{\Sigma C_k}$$

Where, Ck is the Credit value assigned to a course and GPk is the GPA obtained by the learner in

the course. In the above, the sum is taken over all the courses that the learner has undertaken for the study from the time of his/her enrollment and also during the semester for which CGPA is calculated. **The CGPA shall be calculated up to two decimal place accuracy.**

The formula to compute equivalent percentage marks for specified CGPA:

% marks (CGPA)	(10 * CGPA) - 10	If 5.00 ≤ CGPA < 6.00
	(5 * CGPA) + 20	If 6.00 ≤ CGPA < 8.00
	(10 * CGPA) - 20	If 8.00 ≤ CGPA < 9.00
	(20 * CGPA) - 110	If 9.00 ≤ CGPA < 9.50
	(40 * CGPA) - 300	If 9.50 ≤ CGPA ≤ 10.00

Table 3

Award of Honours:

A student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honours are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
9.5≤CGPA ≤10	O	Outstanding	80≤Marks≤100
9.0≤CGPA ≤9.49	A+	Excellent	70≤Marks<80
8.0≤CGPA ≤8.99	A	Very Good	60≤Marks<70
7.0≤CGPA ≤7.99	B+	Good	55≤Marks<60
6.0≤CGPA ≤6.99	B	Average	50≤Marks<55
5.0≤CGPA ≤5.99	C	Satisfactory	40≤Marks<50
CGPA below 5.0	F	Fail	Marks below 40

Table 4

RULES OF ATKT:

1. A student is allowed to carry backlog of any number of subjects for Semester IV.
2. A student must pass Semester I and Semester II to appear for Semester V.

21. STRUCTURE:

SEMESTER WISE COURSE STRCTURE

SEMESTER I

	Semester I	Credits	IA Marks	EoTE Marks
101	Applied Database Management Systems	3	30	70

102	Computer Networks	3	30	70
103	Java Programming	3	30	70
104	Computational Statistics	3	30	70
105	Management Concepts and Applications	3	30	70
106	Lab on Applied Database Management Systems	2	30	70
107	Lab on Java Programming	2	30	70
108	MOOCS Based General Course 1 (Soft Sills) (GE-1)	1	50	00
		20	**260**	**490**

SEMESTER II

	Semester II	**Credits**	**IA Marks**	**EoTE Marks**
201	Object Oriented Software Engineering	3	30	70
202	Cloud Computing Concepts	3	30	70
203	Data structures using python	3	30	70
204	Data Warehousing and Data Mining	3	30	70
205	Web Supporting Technologies	3	30	70
206	Lab on Data Structures using Python	2	30	70
207	Minor Project – 1	2	00	100
208	MOOCS Based General Course 2 (GE-2)	1	50	00
		20	**230**	**520**

SEMESTER III

	Semester III	Credits	IA Marks	EoTE Marks
301	Software Design Patterns	3	30	70
302	Artificial Intelligence	3	30	70
303	Information Security	3	30	70
304	EL-GRP-1 (A)#	2	100	-
305	EL-GRP-2 (A) #	2	100	-
306	Lab on Software Testing	2	30	70
307	Minor Project – 2	2	00	100
308	MOOCS Based General Course 3 (GE-3)	1	50	00
		18	**370**	**380**

 # Departmental Papers: 304 EL-GRP-1 (A) and **305 EL-GRP-2 (A)**

304 EL-GRP-1 (A) and **305 EL-GRP-2 (A)** are departmental papers, the Internal Assessment (IA) of these papers will be done at learner Support Centres.

SEMESTER IV

	Semester IV	Credits	IA Marks	EoTE Marks
401	Seminar on Recent Trends in IT#	3	-	100
402	El-GRP - 1 (B) #	2	100	-
403	El-GRP –2 (B) #	2	100	-
404	Major Internship Project	7	-	100
		14	200	200

***Seminar on Recent Trends in IT: (401)**

Student will select any topic of interest and study it thoroughly throughout the semester. At the end of the semester, student will give aOnline presentation on the topic before the panel appointed by the University and submit the seminar report to Learner Support Centre Coordinator.

 # Departmental Papers: 402 EL-GRP-1 (B) and **403 EL-GRP-2 (B)**

402 EL-GRP-1 (B) and **403 EL-GRP-2 (B)** are departmental papers, the Internal Assessment (IA) of these papers will be done at learner Support Centres.

List of Elective Groups:

Elective Code	Elective Group	Subject Code	Subjects
01	Cloud Computing	A	Virtualization
		B	AWS

02	Data Science	A	Statistical Programming in R
		B	Introduction to Data Science
03	Linux	A	Linux Desktop Environment, Shell Programming and System Administration
		B	Linux Internals and Network Administration
04	Open Source Technologies	A	Perl Scripting
		B	Ruby
05	Mobile Computing	A	Java Script
		B	Android
06	Dot Net Technologies	A	C# Programming and Applications
		B	ASP Dot Net with MVC
07	Net Centric Technologies	A	HTML 5
		B	AJAX Programming
08	Information Systems	A	Recommender System
		B	Knowledge Management
09	IOT	A	IoT Architecture Sensors and Fundamentals with Hands-on lab
		B	Internet Of Things: Sensing And Actuator Devices and Smart city use case
10	Big Data	A	Introduction to Big Data
		B	Business Intelligence Tools With Hadoop
11	Cyber Security	A	Introduction to Information Security
		B	Information Security Threats and Mitigation Strategies

Practical Examinations:

For courses 106, 107, 205, 206 and 306, University Practical Examination will be held and marks will be reported to the University.

MOOC'S based General Course (108, 208, 308):

Students will complete MOOCS course prescribed by Learner Support Centre from NPTEL / Swayam in respective semesters and will be evaluated at Learner Support Centre level based on the assignments submitted by the students and the Learner Support Centre level exam on that subjects. The respective Learner Support Centre will report the marks obtained by students in these courses at the end of the semester.

Project Guidelines:

Minor Project I (207) and Minor Project II (307)

Students are expected to choose a problem which will provide software solutions. The project should be based on the courses learntby the student in previous semester. The projects can be completed as individual project or if the scope of the project is comprehensive then project can be divided into modules by the Project Guideand Student can work on it. Every student must have meeting about progress of project with their project guide weekly as specified in time table or if required at a communicated by guide / Learner Support Centre Coordinator.

The project dissertation/document is expected to be created and it should have the following contents.

a. SRS – Problem Statement, BRD- Business Requirement Document
b. General Requirement
c. Requirement as per user Role
d. System design (RED/Class Diagrams, DFD/Activity diagrams)
e. User screen design and client side validation
f. Database Design
g. User interface design /user manual
h. Test cases
i. Scope and limitation
j. Conclusion
k. Bibliography

Major Internship Project (404)

The student is expected to get exposure of industry through _Major Internship Project'. Guidelines about project are as bellow.

1. Every project will be evaluated by University appointed panel of examinersat the end of the semester.
2. Student must report about the progress of project to the internal project guide &Learner Support Centre Coordinator weekly as specified in time table or if required at a time given by guide / Learner Support Centre Coordinator.

Bridge Course:

This course of 30 hours duration is designed and compulsory for the students from Non-IT background. The course can be conducted concurrently with semester I courses. The Online evaluation of this course will be at Learner Support Centre level for 100 marks. The student must score minimum 40 marks to pass in this course. There will be no credits assigned to this Bridge Course. Learner Support Centre Coordinator will submit the evaluation report to the Bharati Vidyapeeth (Deemed to be University) School of Distance Education (SDE). Bharati Vidyapeeth (Deemed to be University) School of Distance Education (SDE) office will issue a separate course work completion certificate to students.

Subject Name	Course Work
No. of Credits	00
Pre Requisite	Basic Mathematics and MSCIT course
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	Basic formula for finding areas, volumes, graphical representation of data is to be remembered.
Understanding	The calculations by using formulas, algorithm ,C program structure are to be understood
Applying	Application of basic knowledge of mathematics and computers is to be applied for calculations and for writing programming codes.
Analyzing	Programs which are to be written are analysed and put in a particular format such as graphs, trees for effective working
Evaluating	New programs or problems are to be evaluated through algorithms,logic
Creating	Creating proper program logic so as to reduce lines of codes is expected .
Syllabus	
	Unit 1: (4 Hours) Algorithm ,flow charts, integers, division, relations, relations and their types, representation of relation in computer memory, number conversion systems.
	Unit 2: (4 Hours) Set theory, predicate logic, Graph terminologies, types of graphs , representation of graph in computers, Paths, Eular and Hamilton graphs, graph colorings.
	Unit 3 : (3 Hours) Trees ,applications of trees, tree traversal algorithms, minimum spanning trees
	Unit 4 : (5 Hours) Fundamentals of C programming, Keywords and Identifiers, Constants, Variables, Data types, Declaration of variables, Declaration of variables as constant, Operators, Types of operators, Input and Output functions - printf(), scanf(), getchar(), putchar(), Formatted input and formatted output.

	Unit 5: (7 Hours) Control Statements- Sequential, Selection, Iteration Statements, Branching structure- if statement, if-else statement, Nested if-else statement, else if Ladder, Conditional operator, switch statement, Loop control structures- while loop, do-while loop, for loop, Nested for loop, Jump statements-break, continue, goto statements.
	Unit 6: (5 Hours) Function call, return statement, Function parameters, Types of functions, Arrays and functions
	Unit 7: (2 Hours) Introduction to OOP concepts.
Text Books	1.Discrete Structures by Kenneth Rosen 2.C programming by Yashwant Kanetkar 3.Object Oriented Programming by Balguruswamy
Reference Books	C Programming language by Brain W. Kernighan

SEMESTER I

Subject Name	**101 Applied Database Management Systems**
No. of Credits	3 Credits
Pre Requisite	Basics of Computing and Data Storage
Course Objectives	• To teach the fundamentals of the database systems at a master level. A variety of topics will be covered that are important for modern databases in order to prepare the students for real life applications of databases. • To impart knowledge of the concepts related to database and operations on databases. It also gives the idea how database is managed in various environments with emphasis on security measures as implemented in database management systems.
Cognitive Abilities	**Course Outcome as per Blooms Taxonomy**
Remembering	• Remember the definitions of concepts
Understanding	• Understand the concept of database and techniques for its management • Understand data security standards and methods. • Understand the fundamentals of Distributed Database Systems
Applying	• Design different data models at conceptual and logical level and translate ER Diagrams to Relational Data Model. • Normalize the database.
Analyzing	• Identify and study thefile organization schemes forDBMS. • State and Describe features for Concurrencyand Recovery.
Evaluating	• Convert the relational algebra statements to the SQL statements.
Creating	• Write queries using Relational Algebra
Syllabus	**Unit 1. Introduction to DBMS** Difference between Data, Information, Data Processing & Data Management. File Oriented Approach, Database oriented approach to Data Management, Need for DBMS, Characteristic of Database, Database Architecture: Levels of Abstraction, Database schema and instances, 3 tier architecture of DBMS, Data Independence. Database users, Types of Database System. Database Languages, DBMS interfaces.
	Unit 2. Data Modeling in Database Data Models, Logical Data Modeling : Hierarchical Data Model, Network Data Model, Relational Data Model. Conceptual Data Modeling: Entity Relationship Model, Entities, Attributes, Types of Attributes, Relationships, Relationship set, Degree of relationship Set, Mapping Cardinalities, Keys, ER Diagram Notations, Roles Participation: Total and Partial, Strong and Weak

	Entity Set.The extended entity relationship (EER) model, Subclass, Superclass, generalization, specialization, Attribute Inheritance. Relational Data Model :Codd's Rules for RDBMS, Translating ER Diagram to Relational Database.
	Unit 3.Normalization and Relational Algebra: (7 Hours) **Normalization:** Normalization Vs De-Normalization, Decomposition, Lossy and Lossless Decomposition,FunctionalDependencies,Normal forms 1NF, 2NF, 3NF, BCNF, Case Studies on Normalization. **Relational Algebra:** Keys: Composite, Candidate, Primary, Secondary, Foreign,Relational Algebra Operators: Select, Project, Divide, Rename. Set Operations: Union, Intersect, Difference, And Product,Joins: Outer Joins, Inner Joins with example.
	Unit 4.File Structures and Data Administration: File Organization, Overview of Physical Storage Media, Magnetic Disk, RAID, Tertiary Storage, Storage Access, Data Dictionary Storage, Organization of File (Sequential, Clustering), Indexing and Hashing, Basic Concepts, indices, B+ Tree index file, B- tree index file, Static hashing, Dynamic Hashing.
	Unit 5.Concurrency Control And Recovery Techniques: **Concurrency Control:** Single User and Multiuser systems, Multiprogramming and Multiprocessing, Basic Database access operations, Concept of transaction, transaction state, ACID properties, Schedules, Serializability of schedules., Concurrency Control, Need for Concurrency control, lock based protocols, timestamp based protocols, Multiple granularity, Multiple Version Techniques, Deadlock and its handling, Wait-Die and Wound-Wait, Deadlock prevention without using timestamps, Deadlock detection and time outs, Starvation **Recovery Techniques:** Database Recovery, Types of Failures, Storage Structure: Volatile, Non Volatile and stable storage, Data access. Recovery and atomicity, Recovery Techniques / Algorithms: Log Based Recovery, Check points, Shadow Paging.
	Unit 6.Data Administration And Security: Data administration, Role and Responsibility of DBA, Creating/Deleting/Updating table space, Database Monitoring, User Management. Basic data security principles – user privileges, data masking, encryption and decryption. Data Security Implementation, revalidation of user, role, privileges. Data Quality Management, Basic quality principles, data quality audit, data quality improvement
	Unit 7.Introduction to Distributed Database, NOSQL and MongoDB

	Heterogeneous and Homogeneous Databases, Distributed database features and needs, Advantages and Disadvantages, Distributed DatabaseArchitecture. Levels of distribution, transparency, replication. Fragmentation. • Introduction to NoSQL – Architecture, Sharding , Replica sets • NoSQL Assumptions and the CAP Theorem • Strengths and weaknesses of NoSQL • MongoDB Functionality Examples
Text Books	1. ‒Database System and Concepts‖ASilberschatz, H Korth, S Sudarshan, published by McGraw-Hill.
Reference Books	2. "Fundamentals of Database Systems" Global Edition By RamezElmasri, Shamkant B. Navathe 3. ‒Practical MongoDB‖ by Shakuntala Gupta Edward, Navin Sabharwal published by APress.
Suggested MOOC	Please refer these websites for MOOCS: NPTEL / Swayam www. edx.com, www.coursera.com

Subject Name	**102. Computer Networks**
No. of Credits	3 Credits
Pre Requisite	Knowledge about hardware , network devices and data communication concepts
Cognitive Abilities	**Course Outcome as per Blooms Taxonomy**
Remembering	Using some basic concepts of Computer Hardware and Network terminology for development of basic networks in the organization.
Understanding	By remembering students the basic concepts students will understand the concepts of Network topology, network operating systems and how the networks are developed ad per the need of the organization
Applying	Students will Have thorough knowledge about Computer Network and its use for the Information Sharing, device sharing and use of various new network technologies.
Analyzing	Students will acquire a good knowledge of the computer network, its architecture and operation. Student will be able to pursue his study in advanced networking courses (This knowledge will help them to create base for the Network Electives to be studied in the next semesters). Students will be able to follow trends of computer networks. So, students will get exposure to advanced network technologies like MANET, WSN, and 4G.
Evaluating	Ability to select proper method to design the network systems, selecting the proper tool to design the network protects the network from misuse.
Creating	Design and create their own procedure to protect the computer network and use the sharing proper resources.
Syllabus	**Unit 1: Introduction to Computer Networks** Basic concepts of computer hardware and network terminology, What is Computer Network? Network Goals and Motivations, Application of Networks, Network Topologies, Classification of Networks, **Network software in brief:** Network Protocols, Protocol Hierarchies, Design issues for the Layers, Connection Oriented and Connectionless Services, Service Primitives, Relation of services to Protocols, **Network Models:** The OSI Reference Model, The TCP/IP Reference Model, Comparison of OSI and TCP/IP Reference Model, A critique of OSI Model, A critique of TCP/IP Model, **Examples of some networks:** Internet, X.25, ISDN, Frame relay, ATM, Ethernet, Wireless LANs-(wi-fi)
	Unit 2: Data Transmission and Physical Layer: **Signals:** Analog and Digital Signals, Data Rate, Transmission

	Impairment, Signal Measurement: Throughput, Propagation Speed and Time, Wavelength, Frequency, Bandwidth, Spectrum **Transmission Media& its Characteristics:** Guided and Unguided Media, Synchronous and Asynchronous Transmission, Multiplexing**:** FDM, WDM, TDM, Switching**:** Circuit, Message and Packet Switching.
	Unit 3: Network Layer: **Network Layer Design Issues; Routing Algorithms:** Static/ Dynamic , Direct/ Indirect, Shortest Path Routing, Flooding, Distance Vector Routing , Link State Routing, Hierarchical Routing, Broadcast Routing, Multicast Routing, **Congestion Control Algorithms:** General Principal of Congestion Control, congestion prevention polices, Load shedding, Jitter Control, **IP Addressing:** IP-Protocol, IP-Address Classes (A, B, C, D, E), Broadcast address, Multicast address, Network Mask.
	Unit 4: Transport and Application Support Protocols: Transport service, Service Primitives, Internet, and Transport Protocols: TCP/UDP, Remote Procedure Calls, RTP, **Session Layer:** Token Concept **Presentation Layer:** Data Encryption and Data Security, Message Authentication,
	Unit 5 : Advance Networks: Concept of 4G Networks, Introduction of 802.16, 802.20, Bluetooth, Infrared, MANET, Sensor Networks. Technical Issues of Advanced Networks, **Mobile Ad-hoc Networks:** Introductory concepts, Destination-Sequenced Distance Vector protocol, Ad Hoc On-Demand Distance Vector protocol, **Wireless Sensor Networks:** Sensor networks overview: Introduction, applications, design issues, requirements.
	Unit 6: Internet Basics: Concept and Characteristics of Internet , Intranet, Extranet . Structure of Internet through Client Sever . Domain name , Website Development formats for Business Applications. **Practical Application on:** Domain Name Service, Telnet, FTP, SMTP, SNMP, MIME, POP, IMAP, WWW,HTTP, TCP/IP, LAN, WAN Some basic Operations and commands.
	Unit 7 : Mobile Network: Mobile Telephone Systems: various generations mobile technology , Smart Mobile facilities and Apps on Mobile . Sub netting, Internet control Protocol-ICMP, IGMP, Mobile-IP, IPv6
Text Books	1.A.S. Tanenbaum, **Computer Networks** (4th ed.), Prentice-Hall of India, Latest Edition 2.W.Behrouz Forouzan and S.C. Fegan, **Data Communication and Networking,** McGraw Hill, Latest Edition 3. William Stalling –Data and Computer Communication‖
Reference Books	1. Network Essential Notes GSW MCSE Study Notes 2. Internetworking Technology Handbook CISCO System 3. Introduction to Networking and Data Communications Eugene Blanchard

	4. Computer Networks and Internets with Internet Applications Douglas E. Comer. 5. Computer Network in Brief : - http://www.nripesheschool.com 6. Jyoti Biradar (Patil),Anil Gaikwad –Software Project Management -Made Easy‖ Lambert Academic Publishing House Dec.2019 .
MOOC on NPTEL	https://nptel.ac.in/courses, http://www.freetechbooks.com/computer network ,In house on www.bharatividyapeeth.edu , Computer Network in Brief : -http://www.nripesheschool.com/

Subject Name	**103. Java Programming**
No. of Credits	**3 Credits**
Pre Requisite	Any programming Language and Concepts of OOP
Cognitive Abilities	At the end of this course, student should be able to • Design interfaces, abstract and concrete classes needed, given a problem specification • Implement classes designed using object oriented programming language • Make them comfort to muse Java API for Input/output and Java Collections and utility classes • Able to achieve object persistence using object serialization and write modules to take advantages of concurrent programming
Remembering	▪ Java language Data Types, control structures, OOP concepts, ▪ Java API to handle numbers, strings ▪ Get knowledge about core Java API (Wrapper classes; String classes, Math class) ▪ Java API hierarchy for Input/output, collections and concurrent programming
Understanding	▪ Understanding how to write, compile and run a Java program. ▪ Structure of class and using Inheritance among them. ▪ How to create Arrays. ▪ Come to know need of inheritance, abstract class and interface and how to use them ▪ Get knowledge about core Java API, API hierarchy for Input/output, collections and concurrent programming
Applying	▪ Designclasses and interfaces for given problem statement by making use of OOP concepts. ▪ Using proper I/O classes and Collections classes for given problem statement.
Analyzing	▪ Analyze a given problem statement to identify classes and relationships among them and making use of Java API efficiently.
Evaluating	▪ Given a problem statement; students should able to decide/ best mechanism of class design using is_a or has_a relationships. ▪ Read/listen a problem statement and able to decide which I/O classes to be used.

	▪ Able to debate about when make to use of threads and which collection implementation should be used.
Creating	Writing Java Applications with use of classes, interfaces and taking advantages of polymorphism.
Syllabus	
	Unit 1:Introduction to Java: Java Basics: Features of Java, History of Java, Installations of JDK and eclipse as IDE Writing and executing first Java program. Understanding role Java compiler, JVM, Understanding how Java is platform independent and secure. Java data types, variables, operators, expressions, type conversion and casting in Java. Control structures in java: if, if-else and switch statements, using iterative/looping statements in Java: while, do-while and for. Writing functions: Need of functions/methods, Writing and using static method; concepts of passing values and returning
	Unit 2: Class and Object Concepts: Introduction to Object Oriented concepts, Defining a class, creating objects from class, adding attributes and methods to the class, using constructors, Java naming conventions for class, properties and methods/functions. Passing values to the functions – pass by value, pass by reference, Function overloading. Modifiers – public, private, protected, default, static, final Understanding use of Wrapper classes and Garbage collection in Java
	Unit 3: Arrays and Strings: One dimensional arrays, Multidimensional arrays, exploring String class and methods, String Buffer class. Packages - creating and accessing a package, importing, packages, creating user defined packages, Concept of package. Introduction to Exception Handling and user defined exceptions.
	Unit 4: Inheritance and Polymorphism: Concept and importance of inheritance, is-a relationship, types of inheritance, Polymorphism – function overriding, dynamic method dispatch. Overriding methods with throws clause. Using abstract and final keywords with class declaration, Concept of interface, Comparison of Interface and class. Access modifiers and data accessibility in derived classes, method access modifier and method overriding.
	Unit 5 :Concurrent Programming: Concept of threads, lifecycle of threads, creating threads, Thread class, Runnable interface, Thread synchronization, inter thread communication – wait(), notify(), notifyAll() methods .
	Unit 6: Java Input/Output: Concept of streams, types of streams – byte streams, character streams,

	The Console: System.out, System.in, and System.err Understanding File class, InputStream class, OutputStream class, FileInputStreams, FileOutputStream, Using character oriented Reader and Writer class, FileReader, FileWriter. Introduction to Buffered streams – DataInput and DataOutput Streams using BufferedReader, BufferedWriter. Making use of Object Streams for Serialization and deserialization
	Unit 7:Java Collections and Utility Classes: Introductions to generics: generic types and methods Collection Basics- A Collection Hierarchy, Using ArrayList and Vector, LinkedList, making use of Iterator to access collection elements. Set: HashSet, LinkedHashSet, TreeSet , Role of Comparable and Comparator interfaces, Introduction Map: Hashmap, HashTable, TreeMap, LinkedHashMap Understanding bounded types, erasures.
Text Books	Herbert Schildt, Java: The Complete Reference, McGraw-Hill Osborne Media;
Reference Books	1. Herbert Schildt, Java: The Complete Reference, McGraw-Hill Osborne Media; Seventh Edition, 2007 2. Cay S. Horstmann and Gary Cornell ,Core Java-Volume-I, Sun Core Series, Eighth Edition, 2008 3. Bruce Eckel , Thinking In Java – Printice Hall, Fourth Edition

Subject Name	**104 Computational Statistics**
No. of Credits	3 Credits
Pre Requisite	
Course Objectives	To build a strong foundation for students to become a proficient in all Statistics concepts and their Application. It is necessary to become a Data science Professional. To provide a conducive environment for understanding, implementing and Prediction on various Historical data. To keep the students and faculty abreast with the emerging technologies in the field of computer applications. To bring professionalism amongst the students and promote holistic development.
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	• Remember the definitions of concepts
Understanding	• Understand the concept of Statistics and their methods for its Data Analytics • Understand data engineering and standards and methods. • Understand the fundamentals of statistics and their Application
Applying	• Data engineering and their concept
Analyzing	• Identify and study thedata foranalytics purpose. • State and Describe features for Analytics
Evaluating	• Future Prediction for historical data
Creating	• Write programming of R for Data Analysis
Syllabus	
	Unit 1. Introduction to Statistics: Meaning of Statistics as a Science, Importance of Statistics Scope of Statistics, Types of data: Primary data, Secondary data , Cross-sectional data, time series data, directional data, classification data and its classification, ungrouped frequency distribution,, grouped frequency distribution, cumulative frequency distribution, and relative frequency distribution.
	Unit 2. Measures of Central Tendency: Concept of central tendency of statistical data, Statistical averages, characteristics of a good statistical average. Arithmetic Mean (A.M.): Definition, effect of change of origin and scale, combined mean of a number of groups, merits and demerits, trimmed arithmetic mean. Mode and Median: Definition, formulae (for ungrouped and grouped data), merits

	and demerits, Quartiles, Deciles and Percentiles (for ungrouped and grouped data), Geometric Mean (G.M.): Definition, formula, merits and demerits. Harmonic Mean (H.M.): Definition. Formula, merits and demerits. mean Weighted Mean: weighted A.M., G.M. and H.M. Measures of Dispersion :Concept of dispersion, characteristics of good measure of dispersion. Range, Quartile deviation Mean deviation: Definition, merits and demerits, Variance and standard deviation
	Unit 3. Moments, Skewness and Kurtosis : Concept of Raw and central moments, Formulae for ungrouped and grouped data (only first four moments), relation between central and raw moments upto fourth order. (without proof) , Measures of Skewness, Types of skewness, Pearson‘s and Bowley‘s coefficient of skewness, Measure of skewness based on moments, Measure of Kurtosis: Types of kurtosis, Measure of kurtosis based on moments
	Unit 4.Correlation: Bivariate data, Scatter diagram and interpretation, Concept of correlation between two variables, positive correlation, negative correlation, no correlation. variance between two variables , Karl Pearson‘s coefficient of correlation (r) , Spearman‘s rank correlation coefficient, compute Karl Pearson‘s correlation coefficient between ranks
	Unit 5. Regression: Meaning of regression, difference between correlation and regression, Concept of error in regression, error modeled as a continuous random variable. Simple linear regression model Estimation of a, b by the method of least squares. Interpretation of parameters.
	Unit 6. Time Series: Meaning and utility , Components of time series , Additive and multiplicative models , Methods of estimating trend : moving average method, least squares method and exponential smoothing method(with graph and interpretation)
	Unit 7. Introduction to R Programming: Concept of R, Installation of R, Data Types , Vector, List, Frame, Array, Matrix, Statistics Commands, Base graphics, Data manipulation with data table ,concept of cluster, Concept of Prediction Model ,Analysis of Real world Problem
Text Books	
Reference Books	1.Fundamental of Statistics by S.C.Gupta 2. Freedman, David, Robert Pisani, & Roger Pervis(2007).*Statistics.*New York: W. W. Norton. 3.James, Gareth, Daniela Witten, Trevor Hastie, & Robert Tibshirani(2013).*An Introduction to Statistical Learning: With Applications in R.* New York: Springer. **Suggested MOOC :** Please refer these websites for MOOCS: NPTEL / Swayam www. edx.com, www.coursera.com

Subject Name	**105. Management Concepts and Applications**
No. of Credits	3Credits
Pre Requisite	General awareness about the organization and atomization used
Remembering	Students are expected to recalling day to day management concepts that are unknowingly applied in real life situations
Understanding	Gathering information about management,its origin and the contributions of some of the management gurus is achieved.
Applying	Students will learn implementation of management functions in real life cases so as to justify decision being taken and through ERPs availability
Analyzing	Students will learn fact finding in a situation using the objectives of each functions‘ achievement and its effective utilization in e commerce environment
Evaluating	Generating or creating the ability amongst the students in fact finding techniques and evaluating the actual performance with the planned.
Creating	Students are expected to capture the new cases in real life situation and create a solution in the form of model so as to resolve the problem such as ERPs
Syllabus	**Unit 1: Management:** Definition and Meaning ,Nature and purpose ,Evolution of Management thoughts, Contributions of F.W Taylor ,Contributions of Henry Fayol, Human relations approach, System approach to management, Skills and Functions of a manager
	Unit 2: Planning: Definition and Importance ,Types of Plans, Types of Planning , Steps in Planning ,Limitations of Planning ,Planning Premises, Management by Objectives (MBO):Concept, Objective setting Process, Benefits and Weaknesses, concept of software project planning
	Unit 3 : Organization: Definition ,nature of organizing, importance , process of organizing ,organization chart ,structure of IT organization , New Organisational Designs – Project, Matrix, Organic Structure & Mechanistic Structure Challenge of Modern Organisation, Virtual Organisation,Case study
	Unit 4 : Staffing: Nature & Significance, A brief knowledge of Recruitment, Selection, Training & Development, Performance Appraisal in IT organisation. Case study (8)
	Unit 5: Directing and Controlling: Nature, Concept of Leadership, Leadership Styles, Theories of Leadership, Charismatic Leadership Theory, Role of Software Team

	Leader, case study , Concept and Importance of Control, Control Process, Types of Control Mechanism, Responsibility and authority , Management by Exceptions, case study.
	Unit 6:Decision making: Decision making and its process, Decision making conditions , need of computer based decision making , decision support system, expert system.
	Unit 7 :Introduction to E-commerce: E commerce types,E commerce spread in recent years ,E commerce importance ,Security measures under E commerce, introduction to Enterprise Resource Planning (ERP) ,ERP advantages, Introduction to SAP
Text Books	1.Principles of Management by L M Prasad, Sultan Chand Publications 2.E – Commerce: Strategy, Technologies and Applications‖ by David Whiteley
Reference Books	1. Principles of management by T Ramaswamy , Himalaya Publications 2. Principals of Management by Tripathi and Ready, 3. New Era of Management by Richard Daft ,South Western Sangage Learning 4.Management Principles and Practices by Lallan Prasad and SS Gulshan. Publications :Excel Books India. 5.Decision Support System , Janaki Raman ,PHI publications

Subject Name	**106 Lab on Applied Database Management Systems**
No. of Credits	2 Credits
Pre Requisite	Concept of Database Management Systems, Familiarity with data processing concepts and applications.
Course Objective	• To practice the application of the concepts related to database its techniques and Operations. • SQL (Structured Query Language) is introducedin this subject.Thishelpsto create strong foundation for application of database design.
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	• Make use of different operators as per the questions
Understanding	• Understand the theoretical and physical aspect of a relational database.
Applying	• Implementation of RDBMS concepts through Oracle.
Analyzing	• Observe the performance of the query with different data sets.
Evaluating	• Test the results obtained from the different queries, PL/SQL blocks, functions
Creating	• Construct Simple and complex queries on sample datasets • Writing PL/SQL blocks
Syllabus	**Unit 1 Introduction to Oracle and SQL:** History, Features, Versions of Oracle, Database Structure: Logical Structure and Physical Structure, Oracle Architecture: System Global Area Processes: Server Processes, Background Processes, Tools of Oracle: SQL * Plus, PL/SQL, Forms, Reports, Pre Compilers:SQL Loader, Import, Export. **Introduction to SQL :** Keywords, Delimiters, Literals, Data Types, Components of SQL: **DDL Commands**– Defining a database in SQL, Creating table, changing table definition, removing table, Creating Tables with constraints on row level and column level, primary key, foreign key, check. Altering Constraints. **DML Commands**- Inserting, updating, deleting data, **DQL Commands**: Select Statement with all options. Renaming table, Describe Command, Distinct Clause, Sorting Data in a Table, Creating table from a table, Inserting data from other table, Table alias, and Column alias. **DCL commands**- Granting and Revoking Permissions

	Unit 2Operators and Functions: **Operators:**Arithmetic, Logical, Relational, Range Searching, Pattern Matching, IN & NOT IN Predicate, all, % any, exists, not exists clauses, Set Operations: Union, Union All, Minus, Intersect, Grouping data. **Functions :** Aggregate Functions, Numeric Functions, String Functions, Date Functions, Conversion Functions, MiscellaneousSub queries **Joins:**Relating data through join concept. Simple join, equi join, non equi join, Self join, Outer join
	Unit 3 Database Objects: **Views:**Introduction, Creating a View, Selecting data from a view, Updateable views, Views on multiple tables, Destroying a View. **Sequences:**Introduction, Creating a Sequence, Altering a Sequence, Referencing a Sequence, Dropping a Sequence. **Index:**Introduction, Creating Index, Simple Index, Unique Index, Reverse Key Index, Dropping Index.
	Unit 4Introduction To PL/SQL: Introduction, Advantages, PL/SQL Block, PL/SQL Execution Environment, PL/SQL Character set, Literals, Data types, PL/SQL Block: Attributes %type, %rowtype,Variables, Constants, Displaying User Message on screen, Conditional Control in PL/SQL, Iterative Control Structure: While Loop, For Loop, Goto Statement, Commit, Rollback, Savepoint
	Unit 5 : Cursor Management and Triggers: **Cursor**:Explicit& Implicit Cursor, Declaring Cursor Variables, Constrained & Unconstrained Cursor Variables, Opening Cursor, Fetching Cursor into Variables, Closing Cursor, Cursor For Loops, Parametric Cursors. **Triggers:**Definition, Syntax,Parts of triggers:statement, body, restricted, Types of triggers: Enabling& disabling triggers.
	Unit 6 : Stored Procedures / Functions and Exception Handling: Introduction, How oracle executes procedures/ functions, Advantages, How to createProcedures& Functions, Examples. **Error Handling in PL/SQL:** Exception Handling & Oracle Engine, Oracles Named Exception Handlers, User NamedException Handlers.
	Unit 7: MongoDB: Installation of MongoDB, Checking Shell, Creating Users and Enabling Authorization, Basic Querying Using Shell, sorting, indexing – single indexing and compound indexing, Using Conditional Operators in queries
Text Books	References (Books, Websites etc.): 1. Ivan Bayross SQL,PL/SQLThe Programming Language of Oracle 3rd Revised Edition BPB Publications 2.–Practical MongoDB‖ by Shakuntala Gupta Edward, NavinSabharwal by APress.
Reference Books	**Suggested MOOC :**

	Please refer these websites for MOOCS: NPTEL / Swayamwww. edx.com ; www.coursera.com

Subject Name	**107. Java Programming**
No. of Credits	**2 Credits**
Pre Requisite	Any programming Language and Concepts of OOP
Cognitive Abilities	At the end of this course, student should be able to • Design interfaces, abstract and concrete classes needed, given a problem specification • Implement classes designed using object oriented programming language • Make them comfort to muse Java API for Input/output and Java Collections and utility classes • Able to achieve object persistence using object serialization and write modules to take advantages of concurrent programming
Remembering	▪ Java language Data Types, control structures, OOP concepts, ▪ Java API to handle numbers, strings ▪ Get knowledge about core Java API (Wrapper classes; String classes, Math class) ▪ Java API hierarchy for Input/output, collections and concurrent programming
Understanding	▪ Understanding how to write, compile and run a Java program. ▪ Structure of class and using Inheritance among them. ▪ How to create Arrays. ▪ Come to know need of inheritance, abstract class and interface and how to use them ▪ Get knowledge about core Java API, API hierarchy for Input/output, collections and concurrent programming
Applying	▪ Designclasses and interfaces for given problem statement by making use of OOP concepts. ▪ Using proper I/O classes and Collections classes for given problem statement.
Analyzing	▪ Analyze a given problem statement to identify classes and relationships among them and making use of Java API efficiently.
Evaluating	▪ Given a problem statement; students should able to decide/ best mechanism of class design using is_a or has_a relationships. ▪ Read/listen a problem statement and able to decide which I/O classes

	to be used. ▪ Able to debate about when make to use of threads and which collection implementation should be used.
Creating	Writing Java Applications with use of classes, interfaces and taking advantages of polymorphism.
Syllabus	

	Programming Exercises
1	**Introduction to Java** Writing, compiling and Executing Java programs using basic language constructs as bellow - Using Operators : arithmetic, relational, logical and bitwise - Control structures (if, if-else, switch) - Iterative statements (while, do-while, for)
2	**Class and Object Concepts** - Wring a class, creating objects and using it - Using constructors to initialize object - Programs to demonstrate parameter passing - Making use of access modifiers
3	**Arrays and Strings** – Programs to work with single dimensional and multidimensional arrays – Searching and sorting – Programming with string and operations on it – Programs to understand and study string literal pool
4	**Inheritance and Polymorphism** - Defining classes as generic types ; using it to write new class/classes - Need and example of method overriding - Writing abstract class and interface - Using abstract classes to write concrete classes - Using interface as base type to write new interface and implementing it to write new concrete class/classes - Anonymous and inner classes
5	**Concurrent Programming** - Designing and using Thread class and Runnable interface - Thread synchronization - Program to demonstrate Thread priorities, thread join and making use of yield - Programs with classes making use of thread and inter communication between them.
6	**Java Input/Output** – Programs to make using InputStream and OutStream classes. – Reading and Writing data into files – Making use to console to read data. – Using readers and writers to write data into Files – Making use of Buffered Streams and reader and writer – Programs to take advantages of serialization

7	**Java Collections and Utility Classes** - Programs to make use collections (ArrayList, Vector, Set and Maps) - Writing user defined generic data types types - Programs to illustrate bounded types and erasures

SEMESTER II

Subject Name	**201. Object Oriented Software Engineering**
No. of Credits	3 Credits
Pre Requisite	Programming skills, Database Concepts.
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	Should be able to remember various steps carried out in development of software.
Understanding	Should be able to understand requirements of the user.
Applying	Should be able to apply object oriented concepts and UML diagrams to the defined problem.
Analyzing	Should be able to analyze requirements of the user and convert to functionalities of the software.
Evaluating	Should be able to Evaluate design of the existing software.
Creating	Should be able to de Design their own software.
Syllabus	**Unit 1 .Software and Software Engineering:** The nature of software, Software Engineering Concept, SDLC, Process Models: Waterfall Model, V Model, Prototyping Model, Spiral Model, RAD (Rapid Action Development) Model
	Unit 2 .Object Oriented Concepts, Modeling and UML: 2.1 What is Object Orientation? (Introduction to class, object, inheritance, polymorphism) 2.2 Modeling 2.2.1 Introduction of Modeling 2.2.2 Object Oriented Modeling 2.3 UML (Unified Modelling Language) 2.3.1 History of UML 2.3.2 UML Diagrams 2.4 Iterative Development with RUP and Phases of RUP
	Unit 3 : Requirement Understanding and Requirement Modelling with Use Case Diagram: 3.1 Requirement Engineering 3.2 Requirement Elicitation 3.3 Developing Use Cases 3.4 Use Case Diagram 3.4.1 Realization of Use Cases 3.4.2 Finding Actors 3.4.3 Defining Relations among Use case 3.4.4 Writing Use Cases 3.5 Activity Diagram
	Unit 4 : Basic and Advanced Structural Modeling: 4.1 Class Diagram 4.1.1 Identifying the elements of an object model

	4.1.1 Identifying classes and objects 4.1.2 Specifying the attributes 4.1.3 Defining operations 4.1.4 Finalizing the object definition 4.1.5 Advanced class Modelling 4.1.6 Interface, Types and Roles 4.2 State Chart Diagram 4.3 Package Diagram 4.4 Object Diagram
	Unit 5 : Interaction Modelling: 5.1 Introduction to Interaction Diagrams 5.2 Need of Interaction Diagrams 5.3 Interaction Diagrams 5.3.1 Collaboration Diagram 5.3.2 Sequence Diagram
	Unit 6 : Architectural Modeling: 6.1 Component Diagram 6.1.1 Need of Component Diagram 6.1.2 Realization of Components 6.1.3 Relating Components 6.2 Deployment Diagram 6.2.1 Software Architecture 6.2.2 Architectural Styles 6.2.3 Representing Architecture using Deployment Diagram
	Unit 7 : Case Studies: 7.4 Discussion on following case Studies- a. Library Management System b. Hospital Management System c. Online Shopping d. Nukari.com website e. Matrimonial website
Text Books	1. Software Engineering by Pressman Publisher BPB
Reference Books	1. The Unified Modeling Language User Guide by Grady Booch, James Raumbaugh, Ivar Jacobson. Publisher Addison-Wesley Professional 2. Object Oriented Software Engineering Use case driven approach by Ivar Jacobson Publisher Pearson 3. UML Distilled by Martin Fowler Publisher Addison-Wesley Professional 4. UML Toolkit 2 by Hans-Erik Eriksson Publisher Wiley.

Subject Name	**202. Cloud Computing Concepts**
No. of Credits	3 Credits
Pre Requisite	1. Knowledge of Web technologies 2. Knowledge of Web services andmultimedia 3. Knowledge of DBMS
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	How to provide Flexible and scalable infrastructures
Understanding	Increased availability of high-performance applications to small/ medium-sized businesses
Applying	Reduces implementation and maintenance costs
Analyzing	The case studies will help us to understandmore of practice of cloud computing in the market.
Evaluating	Comparison of cost-wise solution to the problem and selecting the best solution for the problem suggested to the organization
Creating	Creating flexible and scalable infrastructure suitable to the organizational need
Syllabus	**Unit 1: Cloud Computing Fundamentals:** Definition of Cloud Computing, private, public and hybrid cloud. Cloud types; IaaS, PaaS, SaaS. Benefits and challenges of cloud computing, public Vs private clouds
	Unit 2: Virtualization And Cloud Computing: Role of virtualization in enabling the cloud; Business Agility: Benefits and challenges to Cloud architecture. Application availability, performance, security and disaster recovery; next generation Cloud Applications, Visualizing Virtualization, Managing Virtualization, Taking Virtualization into the Cloud
	Unit 3: Service Oriented Architecture And The Cloud : Defining Service Oriented Architecture, Understanding the Coupling, Implementation of Service Oriented Architecture (SOA), Understanding Services in the Cloud, Serving the Business with SOA and Cloud Computing.
	Unit 4: Cloud Applications : Technologies and the processes required when deploying web services; Deploying a web service from inside and outside a cloud architecture, advantages and disadvantages.
	Unit 5: Management Of Cloud Services: Reliability, availability and security of services deployed from the cloud. Performance and scalability of services, tools and technologies used to manage cloud services deployment; Cloud Economics: Cloud Computing infrastructures available for implementing cloud based services. Economics of choosing a Cloud platform for an organization, based on application requirements, economic constraints and business needs (e.g Amazon, Microsoft and Google, Salesforce.com, Ubuntu and Redhat)
	Unit 6: Application Development:

	Service creation environments to develop cloud based applications. Development environments for service development; Amazon, Azure, Google App.
	Unit 7: Cloud It Model: Analysis of Case Studies when deciding to adopt cloud computing architecture. How to decide if the cloud is right for your requirements. Cloud based service, applications and development platform deployment so as to improve the total cost of ownership (TCO)
Text Books	1. Cloud Computing: Principles and Pardigms by RajkumarBuyya, jamesBroberg and Andrzej M.Goscinski, Wiley, 2011. 2. Distributed & Cloud computing, Kai Hwang, GeofferyC.Fox,jack Elsevierm,2012 3. Cloud Computing implementation,management and security by John W.Rittinghouse,James E Ransome,CRCPress,Taylor& Francis group,2010 4. Cloud Computing a practical approach by Anthony T.Velte,TobyJ.Velte Robert Elsenpeter,Tata Mc Graaw Hill edition,2010
Reference Books	1. Cloud Application Architecture by George Reese,Oreillypublishers 2. Cloud computing and SOA convergence in your enterprise,by DavidS.Linthicum,Addison- Wesley

Subject Name	**203. Data Structures and Algorithms using Python**
No. of Credits	3 Credits
Pre Requisite	School Level Mathematics. It does not assume any prior knowledge of programming.
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	Using some motivating examples to remember and quickly builds up basic concepts such as conditionals, loops, functions, lists, strings and tuples.
Understanding	Students will get acquainted built in data structures in python, understand features and programming constructs of python language. During this course, they will understand main control structures of procedural programming languages. understand the complexity of various algorithms
Applying	They will make of function to reduce problem into small modules, To familiarize with exceptions and mechanism to handle it , make use of python to read and write data into files, implement ADT for various user defined data structures, implement data structures like: Stack, Queue, Link List, Tree.
Analyzing	Compare efficiency of various data structures for solving a particular problem. Analyzing performance of a algorithm.
Evaluating	Ability to choose appropriate data structures for problem solving Ability to use combination of these data structures for problem solving. Evaluating the performance of various Algorithms and Data Structures.
Creating	Design and create their own data structure for solving a real life problem
Syllabus	**Unit 1:** **Basics of Python:** Python Installation, writing and executing first python script, using python editors to write and execute python scripts **Identifiers and Operators:** Writing get familiar with python variables and data types, variables and assignments, Operator understanding and its usage, **Python Control structures in Python:** Conditionals and Loops: if statement, else Statement, el-if Statement, while Statement, for Statement, break Statement, continue Statement, pass Statement, Working strings in python: String type, strings concatenations and comparing strings, using string functions
	Unit 2: **Working with functions and Built in data structures Functions:** Writing a simple function and using it, functions and parameters, functions retuning values, functions and variable scope, Variable number of arguments, passing objects and collections in function, understanding recursive functions, writing and using recursive functions.

	Variable number of arguments to functions **Python data Structures:** List: Crating and using list and tuples. Operations on list and tuples, Special Features of Lists and tuples, introduction to List comprehensions Dictionaries: Introduction to Dictionaries, Operators, Built-in Functions, Built-in Methods, Dictionary Keys, Using Set data structure, Arrays
	Unit 3: **Handling Exceptions and File Input/Output :** Need of exception Handling, Simple mechanism to handle exception, Using if exceptions to handle the code cracks, Using else clause while handling exceptions, Handling generic and specific exceptions, handling multiple exceptions, Raising exception, File Objects, creating a file object, reading File contents, Writing data into file, reading and writing CSV files, using with clause, Using Exception handling with file operations,
	Unit 4: **Introduction ADT :** Writing a simple Class in Python, creating object of class, Instance Methods, Class Variables and special methods. Understanding ADT, Defining ADT using pseudo-code, Defining ADT for Date, Stack and Queue, Implementation of Date, Stack and Queue ADT. Concepts of circular and double ended queue. Applications of Stack and Queue.
	Unit 5: **Linked Lists:** Defining List as ADT, Implementation of Singly Linked Lists, Circularly Linked Lists, Doubly Linked Lists, The Positional List ADT, Sorting a Positional List, Link-Based vs Array-Based Sequences. Implementation of Stack and Queue using Link List. Applications of Linked List (polynomial Equations)
	Unit 6: **Trees:** Concepts of tress and Binary Trees, Defining binary tree as ADT, Implementing Binary Trees, Tree Traversal Algorithms **Search Trees**: Binary Search Trees ,Balanced Search Trees ,Python Framework for Balancing Search Trees ,AVL Trees ,Splay Trees, Red- Black Trees **Heaps, Maps, Hash Tables, and Skip Lists**
	Unit 7: **Searching , Sorting and Analysis of Algorithms** Need of searching, linear search, using binary search for efficient search. Need of sorting and various sorting algorithms: insertion sort, bubble

	sort, selection sort; Merge sort and quick sort algorithms. Python‘s Built-In Sorting Functions, Selection Algorithms. Analysis of Algorithms: Measuring Algorithm Efficiency, Asymptotic Analysis, The Big-O Notation, Find the complexity of Algorithms: Linear Search, Binary Search, Sorting Algorithms. Compare complexity of various searching and sorting Algorithms.
Text Books	Data Structures and Algorithms in Python Paperback – 2016 by Michael T. Goodrich (Author), Roberto Tamassia (Author), Michael H. Goldwasser (Author) WILEY PUBLICATION Data Structure and Algorithmic Thinking with Python Paperback – 2015 by NarasimhaKarumanchi (Author)
Reference Books	Problem Solving in Data Structures & Algorithms Using Python: Programming Interview Guideby Hemant Jain
MOOC on NPTEL	https://nptel.ac.in/courses/106/106/106106145/#

Subject Name	**204. Data Warehousing and Data Mining**
No. of Credits	3 Credits
Pre Requisite	Thorough understanding of Relational database normalization techniques , Physical design of a database, Concepts of algorithm design and analysis, Basic understanding of: Software engineering principles and techniques, Probability and statistics
Course Objectives	This course will enable to expose the students to Study various design and implementation issues and techniques in data warehousing and data mining.
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	Remembering the fundamentals of Database technology and its application in data warehousing and data mining.
Creating	Creating multi dimensional data models using star, snowflake and fact constellation schemas.
Understanding	Understand the components, architecture and other important tools of data warehousing and data mining.
Applying	Apply the techniques of clustering, classification, association and other data mining algorithms to real world data.
Analyzing	Gather and analyze large sets of data to gain useful information using data mining techniques.
Evaluating	Producing and interpreting quantitative analysis using various data mining algorithms.
Syllabus	**Unit 1. Business Intelligence:** Business Environment and Computerized Decision Support, Managerial Decision Making, Computerized support for Decision Making, Decision Support System, Early Framework for Computerized Decision Support, Business Intelligence, Importance of BI, BI for Decision makers, The BI process, A framework for Business Intelligence.
	Unit 2: Data warehousing: OLTP and OLAP Systems, Introduction to Data Warehouse, Differences between OLTP Systems and Data Warehouse, Characteristics of Data Warehouse; Advantages of Data Warehouse; Data Warehouse Users, Metadata, Classification of Metadata, and Importance of Metadata. Data Marts, Reasons for creating Data Marts, Building Data Marts: Top down Approach & Bottom up Approach, Data Warehouse Architecture, Two tier Architecture, Three Tier Architecture. Data Warehouse Schema, Star, Snow Flake & Fact Constellation Schema. OLAP Operations, OLAP Models.
	Unit 3. Data Preprocessing: Need, Objectives and Techniques of data preprocessing. **Descriptive Data Summarization**: Measuring the Central Tendency, Measuring the Dispersion of Data, Graphic Displays of Basic Descriptive Data Summaries

	Data Cleaning: Handling of Missing values and Noisy Data, Data cleaning as a process **Data Integration and Transformation:** Data Integration: Schema integration, Controlling redundancies using correlation. Data Transformation: Smoothing, Aggregation, Generalization, Attribute construction, Normalization **Data Reduction:** Data Cube Aggregation; Attribute Subset Selection, Dimensionality Reduction, Numerosity Reduction, Discretization & Concept Hierarchy Generation for Numerical Data and for Categorical Data.
	Unit 4. Introduction Data Mining : Evolution of database system technology, introduction to data mining, architecture of a typical data mining system, Types of data that can be mined, Data Mining Functionalities, Classification of Data Mining systems, Data Mining Task Primitives, Integration of a Data Mining System with a Database or a Data Warehouse System, Major issues in Data Mining.
	Unit 5: Mining Association Rules : Introduction, Market Basket Analysis, Multi-Level and single level Mining, Mining Association Rules on Transactional database, Multi- Dimensional Association Rules From Relational Databases & Data Warehouses, From Association Mining To Correlation Analysis, Constraint Based Association Mining, Association Rule mining using Apriori Algorithm, and FP Growth algorithm. Generalized association rule.
	Unit 6: Classification & Prediction: Introduction to Classification and Prediction; Basics of Supervised & Unsupervised Learning; Preparing the Data for Classification and Prediction; Comparing Classification and Prediction Methods, Classification by Decision Tree Induction, Tree Pruning, Rule-based Classification Using IF-THEN Rules for Classification; Rule Extraction from a Decision Trees; Bayesian Classification: Bayes‘ Theorem, Naïve Bayesian Classification. Prediction using Regression analysis.
	Unit 7. Cluster Analysis: Introduction to Cluster Analysis; Types of Data in Cluster Analysis; Classification of clustering methods-Partitioning Method, Hierarchical Method, Density-based Method, Grid-Based Method, Model-Based Method, Constraint-based Method Partitioning Methods: K-Means and K-Medoids
Text Books	**References (Books, Websites etc.):** • Jiawei Han, MichelineKamber, Data Mining: Concepts and Techniques, Harcourt India Pvt., 2011.

Reference Books	• Alex Berson, Stephen J. Smith, Data Warehousing, Data Mining and OLAP,McGrawHill, 2004 • D. Hand, H. Mannila, and P. Smyth, Principles of Data Mining, MIT Press, 2011

Subject Name	**205. Web Supporting Technologies**
No. of Credits	3 Credits
Pre Requisite	Any pre-requisite knowledge is not required.
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	The students will get information of the basics of internet with the help of examples. It will help them to identify and remember Web supporting concepts.
Understanding	Remembering the definitions will help the students to understand basic concepts of HAML, JavaScript, CSS and PHP etc. In this subject, students will understand various tags, programming constructs of JavaScript, technical issues, cascading Style Sheets, forms and PHP concepts.
Applying	Students will Have thorough knowledge of HTML and JavaScript. They will be able to design various forms as per requirements. They will be able to apply CSS concepts in scripting. The students will also apply their creativity to display the output.
Analyzing	The students will relate real life problem with the JavaScript solution. They will analyze the problem and solve it.
Evaluating	Ability to use JavaScript construct for problem solving, handling technical issues etc.
Creating	Design and create their own forms for solving a real-life requirement.
Syllabus	**Unit 1: Basics of Internet:** Understanding internet and intranet, difference between internet and intranet, Introduction to WWW, Concept of client and server, Introduction to web server and web browser, using Apache as web server, Internet Service Providers (ISP)
	Unit 2: Introduction to HTML: Overview of HTML, concept of Tag, types of HTML tags, structure of HTML program, Text Formatting Through HTML: Emphasizing Material in a Web Page, Using Image tag, attributes of Image tag, Lists: Using unordered, ordered, definition lists, Handling Tables: To define header rows & data rows, use of caption tag, changing height & width of table, BGcolor, Handling Tables: cell padding, cell spacing, colspan, row span, handling table data, images in table, Frames: Introduction To frames, using frames & framesets, named frames, Concept of hyperlink, types of hyperlinks, linking to the beginning of document, linking to a particular location in a document, image as hyperlinks
	Unit 3: Cascading Style Sheets: Introducing CSS, Types of style sheets: inline, embedded and external style sheets, working with CSS properties: text properties, color and background properties, border and shading, box and block properties, positioning with CSS, various types of CSS selectors, Using class and span tag, External style sheets,

	Unit 4: Introduction to JavaScript (Client-Side Scripting): Introduction to scripting, overview of Java Script, advantages, client- side java Script, capturing user input, writing JavaScript into HTML,Advantages and limitations of JavaScript, **JavaScript Basics:** Data types, literals, variables and operators, Java Script arrays, dense array, operators, expressions, **JavaScript Programming Constructs:** Assignment, data declaration, if, switch, while, for, do while, label, break, continue, function call, return, with, delete, method of invocation **Dialog boxes** -Alert dialog box, prompt dialog box, confirm dialog box, window objects **JavaScript Functions-** Types of functions in Java Script- Built in functions, User defined functions, function declaration, passing parameters, variable scope, return values, recursive functions Arrays- Introduction to arrays, arrays with methods
	Unit 5: Forms: Interactive web pages concepts, difference between static & dynamic web pages, Concept of form, how form works, Different elements - text, password, button, submit, reset, checkbox, Radio, Text Area, select & option, properties of form elements, form object‘s Method, Other built-in Object: String object, math object, date object, Regular Expressions, Form validation
	Unit 6: JavaScript Events: What is an Event? Onclick Event Type, onsubmit Event Type, onmouseover and onmouseout, onchange, onload, onkeydown, working with DOM, Concept of Cookies and sessions, when and how to use cookies and sessions,
	Unit 7: Introduction to PHP: Server-side web scripting, Adding PHP to HTML, Syntax and Variables, PHP control structures, Establishing connectivity with MySQL database
Text Books	1. Ivan Bayross (2006) Web Enabled Commercial Application Development Using HTML, DHTML, JavaScript, Perl CGI, BPB Publications
Reference Books	1. Thomas Powell, Web Design The complete Reference, Tata McGrawHill 2. Thomas Powell and Fritz Schneider JavaScript 2.0 : The Complete Reference, Second Edition 3. PHP: The Complete Reference By Steven Holzner, Tata McGrawHil 4. Luke Welling, PHP and MySQL Web Development, Pearson Education; Fifth edition

MOOC on NPTEL	NPTEL / Swayam www.edx.com www.coursera.com www.w3schools.com

Subject Name	**206. Lab on Data Structures using Python**
No. of Credits	2 Credits
Pre Requisite	School Level Mathematics. It does not assume any prior knowledge of programming.
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	Using some motivating examples to remember and quickly builds up basic concepts such as conditionals, loops, functions, lists, strings and tuples.
Understanding	By remembering students the basing concepts students will understand the concepts of searching and sorting algorithms, dynamic programming and backtracking, as well as topics such as exception handling and using files. As far as data structures are concerned, the course covers Python dictionaries as well as classes and objects for defining user defined data types such as linked lists and binary search trees.
Applying	Students will Have thorough knowledge about data structures and will be able to design & develop program using linear data structures&non linear data structures for solving problems
Analyzing	Compare efficiency of various data structures for solving a particular problem.
Evaluating	Ability to choose appropriate data structures for problem solving Ability to use combination of these data structures for problem solving.
Creating	Design and create their own data structure for solving a real life problem
Syllabus	**Unit 1** Informal introduction to programming, algorithms and data structures via gcd, Downloading and installing Python,gcd in Python: variables, operations, control _flow - assignments, conditionals, loops, functions.
Suggested Programs	Installation of Python IDE, understand various platforms for Python (google collaborator, Jupitar notebook) • Basic program to understand Data Types • creating variables, accepting input variable from user and printing their datatype • Mathematical functions (apply various operations on data +, -, /, *) • Conditional Statements (if, else, , • Create functions to o Find average of marks of five subjects

	o Find sum of first n prime numbers
	Unit 2 Python: types, expressions, strings, lists, tuples, arrays | Python memory model: names, mutable and immutable values | List operations: slices etc - Binary search | Inductive function denitions: numerical and structural induction | Elementary inductive sorting: selection and insertion sort | In-place sorting.

Suggested Programs	• Operations on Strings, Lists , tuples and arrays
	  o Creating lists/tuple/array and accessing list elements using index
	  o Access the list/tuple element using –ve index
	  o Extract specific element from list/tuple/array
	  o Use len(), del(), remove() and range functions on list/tuple
	• Applying different searching and sorting algorithm on data (list)

	Unit 3 Basic algorithmic analysis:inputsize,asymptotic,omplexity,O() notation | Arrays vs lists | Merge sort | Quicksort | Stable sorting. Dictionaries | More on Python functions: optional arguments, default values | Passing functions as arguments | Higher order functions on lists: map, lter, list comprehension.

Suggested Programs	• Write a program for sorting given list using Quick Sort
	• Fuction calling (passing the variables)
	  o Find factorial of a number
	  o Find fibbonacci series for a given number
	• Create Dictionaries with key,value pair, and access various elements of Dictioneries, Various operation using Dictionaries.
	• Usage of map, lter functions on list

	Unit 4 Exception handling | Basic input/output | Handling files | String processing.
Suggested Programs	• Read, write, search operations on File data structure • Write Programs based on exception handling • Write program for various operations on string variables
	Unit 5 Backtracking: N Queens, recording all solutions | Scope in Python: local, global, nonlocal names | Nested functions | Data structures: stack, queue | Heaps.
Suggested Programs	• Creation and various operations on Stack • Creation and various operations on queue

	• Creation and various operations on heap • Defining scope variables in Python
	Unit 6 Abstract datatypes | Classes and objects in Python | "Linked" lists: find, insert, delete | Binary search trees: find, insert, delete | Height-balanced binary search trees.
Suggested Programs	• Creation of class data structure ,Abstract classes • Creation of Link List and various operations on Link List • Implementation of tree data structure using class concept
	Unit 7 Efficient evaluation of recursive denitions: memoization | Dynamic programming: examples | Other programming languages: C and manual memory management | Other programming paradigms: functional programming.
Suggested Programs	Comparison of all discussed algorithm with their implementation in C and compare memory usage.
Text Books	Data Structures and Algorithms in Python Paperback – 2016 by Michael T. Goodrich (Author), Roberto Tamassia (Author), Michael H. Goldwasser (Author) WILEY PUBLICATION Data Structure and Algorithmic Thinking with Python Paperback – 2015 by NarasimhaKarumanchi (Author)
Reference Books	Problem Solving in Data Structures & Algorithms Using Python: Programming Interview Guide by Hemant Jain
MOOC on NPTEL	https://nptel.ac.in/courses/106/106/106106145/#

SEMESTER III

Subject Name	**301. Software Design Patterns**
No. of Credits	3Credits
Pre-Requisite	This course assumes students should have following knowledge: • OOAD and UML. • Software Engineering • Java Programming
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	Ability to identify the structure, framework of Design Patterns for a given problem
Understanding	Ability to understand the meanings, concepts and types of Design Patterns
Applying	Ability to decide and suggest a design pattern for the given problem
Analyzing	Exploit the possibilities and limitations of basic design patterns for a given problem and ability to analyze a software development problem
Evaluating	Ability to evaluate, assess the design pattern that are appropriate for a given problem
Creating	Create software design that are scalable, robust and easily maintainable and consisting multiple modules
Syllabus	
	Unit 1: Introduction to Design Patterns: Reusable design Patterns: Meaning & Use of Design Patterns, Organizing the Patterns, describing pattern, how to use the patterns while solving the problem, Applications of different design patterns in various cases. Selection of a Design Pattern
	Unit 2: Creational Patterns: Intent, Motivation, Applicability, Structure, Participants, Collaborations, Consequences and Implementation of following Creational Patterns: - Factory Method, Abstract Factory, Builder, Prototype, Singleton. Tutorial: Tutorials should be conducted in LAB using JAVA for implementing Creational design pattern.
	Unit – 3: Structural Patterns: Intent, Motivation, Applicability, Structure, Participants, Collaborations, Consequences, Implementation of Following Structural Patterns Adapter (class), Adapter (object), Bridge, Composite, Decorator. Façade, Flyweight, Proxy. Tutorial: Tutorials should be conducted in LAB using JAVA for implementing Structural design patterns.
	Unit 4: Behavioral Patterns – I : Intent, Motivation, Applicability, Structure, Participants, Collaborations, Consequences, Implementation of following Behavioral Pattern

	Interpreter, Template Method, Chain of Responsibility, Command, Iterator Tutorial: Tutorials should be conducted in LAB using JAVA for implementing Behavioral Design Patterns – I
	Unit 5: Behavioral Patterns – II: Intent, Motivation, Applicability, Structure, Participants, Collaborations, Consequences, Implementation of following Behavioral Pattern Mediator, Memento, Observer, State, Strategy, Visitor Tutorial: Tutorials should be conducted in LAB using JAVA for implementing Behavioral Design Patterns – II
	Unit 6: JEE Patterns: Presentation Layer Design Pattern, Business Layer Design Pattern, Integration Layer Design Pattern Tutorial: Tutorials should be conducted in LAB using JAVA for implementing above Patterns
	Unit 7: Case Study: • Designing a parking lot • Designing Movie Ticket Booking System • Design Logistic System • Online Hotel Booking System OYO
Text Books	Head First Design Patterns, Eric Freeman, Elisabeth Freeman, Kathy Sierra, Bert Bates,
Reference Books	• Design Patterns Elements of Reusable Object-oriented Software- Erich Gama, Richard Helm, Ralph Jonson • Ben Schneiderman, Designing the User Interface, Pearson Education, 1998
MOOCs on NPTEL	https://nptel.ac.in/courses/106/105/106105224/
Web Resources	https://www.tutorialspoint.com/design_pattern/index.htm https://www.javatpoint.com/design-patterns-in-java

Subject Name	**302. Artificial Intelligence**
No. of Credits	3 Credits
Pre Requisite	The Student should be well aware with: Strong hold on Mathematics, Strong experience of programming languages, Writing algorithm for finding patterns and learning, Strong data analytics skills, Good knowledge of Discrete mathematics, Strong will to learn machine learning languages.
Expected Outcome	At the end of the course a student should be able: • Understand various search methods. • Use various knowledge representation methods. • Understand various Natural Language Processing techniques. • Use Python Programming language using Numpy and Pandas.
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	Using some motivating examples to remember and quickly builds up basic concepts such as visual perception, speech recognition, decision-making, and translation between languages
Understanding	By remembering the basic concepts students will understand the concepts of Natural-language understanding (NLU) or natural-language interpretation (NLI), as well as topics such as simulation process of human intelligence by machines and special computer systems. As far as artificial intelligence is concerned the course covers natural language processing, Knowledge Representation Issues, Symbolic Reasoning under Uncertainty as well as Machine Learning (ML) using Python.
Applying	Students will have thorough knowledge about various level of mathematics, including probability, statistics, algebra, calculus, logic and algorithms. Bayesian networking or graphical modeling, including neural nets. Physics, engineering and robotics, Computer science, programming languages and coding. Knowledge of Python is essential.
Analyzing	Compare efficiency of various Theories of Intelligence and learning from experience for solving a particular problem.
Evaluating	Ability to choose appropriate Knowledge based approach for problem solving. Ability to use combination of these artificial intelligence theories for problem solving.
Creating	Design and create their own artificial intelligence applications for solving a real life problem
Syllabus	
	Unit1:Introduction: What is AI? ,The AI Problems, Background/history, What Is An AI Techniques, The Level Of The Model, Criteria For Success, Some General References, High-level overview of field, State of the art.

	Unit 2 : Introduction and historical perspective, Hard and Soft AI: Disciplines and applications, Theories of Intelligence, Detecting and Measuring Intelligence, Knowledge based approach, Problems, State Space Search & Heuristic Search Techniques: Defining The Problems as A State Space Search, Production Systems, Production Characteristics, Production System Characteristics, And Issues In The Design Of Search Programs, Additional Problems. Generate – And-Test, Hill Climbing, Best-First Search, Problem Reduction, Constraint Satisfaction, Means-Ends Analysis.
	Unit 3: Knowledge Representation Issues: Representations And Mappings, Approaches To Knowledge Representation. Using Predicate Logic: Representation Simple Facts In Logic, Representing Instance And Isa Relationships, Computable Functions And Predicates, Resolution. Representing knowledge Using Rules: Procedural Versus Declarative Knowledge, Logic Programming, Forward Versus Backward Reasoning
	Unit 4 : Symbolic Reasoning under Uncertainty: Introduction To Non-monotonic Reasoning, Logics For Non monotonic Reasoning. Statistical Reasoning: Probability And Bays' Theorem, Certainty Factors And Rule-Base Systems, Bayesian Networks, Dumpster-Shafer Theory, Fuzzy Logic.
	Unit 5:Natural Language Processing: Introduction, Syntactic Processing, Semantic Analysis, Semantic Analysis, Discourse And Pragmatic Processing, Spell Checking. Connectionist Models: Introduction: Hopfield Network, Learning In Neural Network, Application Of Neural Networks, Recurrent Networks, Distributed Representations, Connectionist AI And Symbolic AI.
	Unit 6: Introduction to machine learning: IntroductionMachine Learning Concepts, methods and models, Supervised Learning, unsupervised and semi-supervised, Learning Decision Trees, Evaluating and Choosing the Best Hypothesis, , **Introduction to Numpybasics**, creatingnumpy arrays ,structure and content of arrays, subset, slice, index and iterate through arrays, multidimensional arrays, python lists vs numpy arrays, introduction to numpy operations on numpy arrays , operations on arrays basic linear algebra operations.
	Unit 7 : Introduction to pandas: Introduction, pandas basics, indexing and selecting data, merge and append, grouping and summarizing data frames, lambda function & pivot tables, reading delimited and relational databases, reading data from websites, getting data from apis, reading data from pdf files, cleaning datasets.

	Case study: For example, to explore a dataset stored in a CSV on your computer. Pandas will extract the data from that CSV into a Data Frame — a table, basically — then let you do things like: Calculate statistics and answer questions about the data, like 1) What‘s the average, median, max, or min of each column? 2) Does column A correlate with column B? 3) What does the distribution of data in column C look like? 4)Clean the data by doing things like removing missing values and filtering rows or columns by some criteria 5) Visualize the data with help from Matplotlib. Plot bars, lines, histograms, bubbles, and more. 6)Store the cleaned, transformed data back into a CSV, other file or database
Text Books	1) Artificial Intelligence : A Modern Approch, Stuart Russel, Peter Norvig 2) Artificial Intelligence and Machine Learning by Chandra S.S.V, PHI
Reference Books	• –Artificial Intelligence‖ -By Elaine Rich And Kevin Knight (2nd Edition) Tata McGraw-Hill • Artificial Intelligence A New Synthesis :Nilson, Elesevir • Introduction to Artificial Intelligence and Expert System- Patterson, Prentice Hall India. • Shai shalev-shwartz, Shai Ben-David: Understanding Machine Learning from Theory to algorithms, Cambridge University press.
Refer these websites for MOOC‘s	NPTEL / Swayam www.edx.com www.coursera.com

Subject Name	**303. Information Security**
No. of Credits	3 Credits
Pre Requisite	Basic Knowledge about Software Development Life Cycle, System Analysis
Cognitive Abilities	**Course Outcome as per Blooms Taxonomy**
Remembering	Using some basic concepts of software development and software engineering Information can be understood and remembered .
Understanding	By remembering students the basing concepts students will understand the concepts of Information , Characteristics , Levels of Information, Information Security Measures and various stages in Information testing Life Cycle .
Applying	Students will Have thorough knowledge about Measures of Information Security and Cyber security at higher level , network security measures and various scanner and cleaners
Analyzing	To Measure the risk of Information loss or theft and over come the Information Security by scientific and proper methods .
Evaluating	Ability to select proper method to protect the information from misuse and make the organization full proof from various Information threats.
Creating	Design and create their own procedure to protect the important data and information at all the levels.
Syllabus	**Unit 1: Introduction and Background:** Basic concepts of Information, Information Characteristics, sources of Information, Types of Information, Generating Information in Organizations. Business Application of Information and Information System, What is Information security? Need for Information Security , Types of Organization , Functions of Business organization , Levels of Organization , How Organizations manage the information , flow of information.
	Unit 2: Basics of Networking for Security Purpose: Network Installations, Types of Networks and their security issues, Types of Network of OS. Functions of Information security officer. Different measures to safe guard the important information in the organization. Network policy for protecting important resources of the Network. Basic concept of MIS and Organization flow of Information.
	Unit 3:Importance of Information Security: Improvement in corporate reputation based on the height of the level of information security, threat to business continuity due to accidents related to information systems, cyber space, information assets, threats, and vulnerabilities. Information Security Measures. **Threats** :- Ty p e s of threats physical threats (accident, disaster, fault, destruction, theft, unauthorized intrusion, etc.), technical threats (unauthorized access, eave

	S dropping , spoofing, alteration, error, cracking, etc.), man-made threats (operational error, loss, damage, peep, unauthorized use, social engineering, etc.), cyber-attack, information leakage, intent, negligence, mistake, fraudulent behavior, sabotage, DoS attack, rumor, flaming, SPAM e-mail, file sharing software [Malware / malicious programs] computer virus, macro virus, worm, bot (botnet, remote operated virus), Trojan horse, spyware, ransom ware, key logger, root kit, backdoor, fake anti-virus software
	Unit 4: Information security technology (cryptography): CRYPTREC ciphers list, cryptography (encryption key), decryption (decryption key), decoding, symmetric cryptography (common key), public key cryptography (public key, private key)), AES (Advanced Encryption Standard), S/MIME (Secure MIME), PGP (Pretty Good Privacy), hybrid encryption, hash function (SHA-256, etc.), key management, disk encryption, file encryption, compromise. digital signature (signature key, verification key), timestamp (time authentication), message authentication, MAC (Message Authentication Code), challenge-response authentication. **Human assets** (people, and their qualifications, skills, and experience), intangible assets, service, risk management (JIS Q 31000), monitoring, information security events, information security incidents.
	Unit 5: Information security Management: Management of information based on the information security policy, information, information assets, physical assets, software assets **Risk analysis and evaluation (Information asset review / Classification)** information assets review, classification and management by importance of information assets, information assets ledger Risk analysis and evaluation (Risk type)loss of property, loss of responsibility, loss of net earnings, human cost, operational risk, supply chain risk,
	Unit 6: Information security regulations: (Company regulations including information) security policy) organizational operation according to the information security policy, information security policy, information security purpose, information security measures criteria, information management regulations, security control regulations, documentation control regulations, regulations on measures to be taken against computer virus infection, regulations on measures against accidents, information security education regulations, privacy policy (personal information protection policy), employment agreement, office regulations, penal provisions, outward explanation regulations, regulations for exceptions, regulations for updating rules, procedure for approving regulations
	Unit 7: Management of Information Asset: Security Incidents management, reducing risk in Information loss and keeping the information safe from unauthorized users and threats .

	Information Technology Act, Cyber Crimes and Cyber Laws. -What are cyber-crimes? Types of cyber-crimes. Categories of Cyber Crime, Online business threats , Online business frauds Safety tips for online business. , IT Policy for Information protecting. risk involved in usage of external service, risk involved in distribution of information by SNS, moral hazard, estimated annual loss, scoring method, cost factor .
Text Books	1. Information Security Management Handbook, Sixth Edition, Volume 5-2012 Amazon BooksEdited by - Micki Krause Nozaki, Harold F. Tipton. 2. Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives Nina Godbole and SunitBelpure, Publication Wiley. 3. Information Security: Principles and Practice 1st , Kindle Edition -2005 Amazon BooksAuthor - Mark Stamp 4. –Cryptography and information Security‖ V.K. Pachghare, PHI Learning Private Limited, Delhi India. 5. Analyzing Computer Security by Charles P. Pfleeger, Shari LawerancePfleeger, Pearson Education India 6. Anil Gaikwad , Jyoti Biradar (Patil) –Basic Concepts of System Analysis‖ Lambert Academic Publication Dec. 2019 .
Reference Books	1. Practical Information Security Management: A Complete Guide to Planning and Implementation-Dec-2016 Amazon Books . Tony Campbell 2. Managing Risk and Information Security :- Protect to Enable 3. Anil Gaikwad , Jyoti Biradar (Patil) Software Project Management Made Easy Lambert Academic Publication Dec 2019.
MOOC on NPTEL	https://nptel.ac.in/courses/, http://www.freetechbooks.com/managing- risk-and-information-security-protect-to-enable-t1150.html

Subject Name	**306. Lab on Software Testing**
No. of Credits	2 Credits
Pre Requisite	• Fundamental knowledge of computer. • Fundamental knowledge of Software Engineering, System Analysis and Design.
Cognitive Abilities	**Course Outcome as per Blooms Taxonomy**
Remembering	The purpose of this course is to build the skills necessary to perform software testing at the function, class and application level.
Understanding	Concepts of developing test plan, test cases, execution of test cases etc.
Applying	Work on automated software testing tools like bugzilla, winrunner, selenium, test link etc.
Analyzing	Analyse the requirements for the given problem statement Find defects which may get created by the programmer while developing the software.
Evaluating	Gain confidence to write and execute test cases. To get the knowledge about automated testing and automated testing tools.
Creating	Design and implement the solution for given problem in any programming language. Derive test cases and execute test cases for any given problem.
Syllabus	**Unit 1: Introduction Software Testing** Basic testing vocabulary, Quality assurance versus Quality control, Cost of quality, Software quality factors, How quality is defined? Why do we test software? What is a defect?, defect life cycle. The Multiple roles of the software tester, Scope of testing, When should testing occur?, Testing constraints, Life cycle testing, Independent testing, Levels of testing, The –V‖ Concept of testing
	Unit 2: Testing Techniques Structural versus Functional Technique Categories, Verification versus Validation, static versus Dynamic Testing, Examples of Specific Testing Techniques like white box testing and black box testing, Test Planning, Customization of the Test Process, Budgeting, Scheduling, Different test phases, difference between retesting and regression testing.
	Unit 3: Test Plan and test management tool: Test Director Prerequisites to test planning, Understand the Characteristics of the Software Being Developed, Build the Test Plan, Write the Test Plan. Necessity of test management toot, understand test life cycle, defect life cycle. Demonstrate different test & defect life cycles through testing tool , Overview of Test management and bug tracking tools
	Unit 4: Test cases Test Cases, Test case Design, Building test cases, Test data mining, Test execution, Test Reporting, Defect Management, Test Coverage:

	Traceability matrix Test Metrics: Guidelines and usage, Test reporting: Guidelines for writing test report, Test Tools used to Build Test Reports Manual testing Case Study Requirements / User Story Study Hands on • Test planning Hands on Test design Hands on Test execution Hands on
	Unit 5 : Performance Testing What is performance testing , why do we do performance testing, Types of performance testing , common performance problems, performance test metrics, performance testing tools.
	Unit 6:Automation Testing Basics of automation testing – why, when, how to perform automation testing, , Progression vs Regression test automation, Factors for choosing a particular tool, An overview for the major functional testing tools. Overview of Test management and bug tracking tools.
	Unit 7: Automation testing tools Study of bug tracking tool: Bugzilla. Study of winrunner, study of web testing tool selenium. Study of open source testing tool: test link, Case study for automation testing
Text Books	Hetzel, The Complete Guide to Software Testing, John Wiley & Sons. Software Testing by RenuRajani and Pradeep Oak
Reference Books	1. Testing in 30+ Open Source Tools, Rahul Shende, Shroff Publishers & Distributor Pvt. Ltd, ISBN 13: 9789350231005 (page numbers from 15 to 117) 2. http://seleniumhq.org/ 3. http://sourceforge.net/projects/sahi/ 4. http://testng.org/doc/index.html
MOOC on NPTEL	www.SWAYAM.com www.NPTEL.com www. edx.com www.coursera.com

ELECTIVES

ELECTIVE GROUP (01): CLOUD COMPUTING

Subject Name	**01(A) Virtualization**
No. of Credits	2 Credits
Pre Requisite	Knowledge of Cloud Computing Concepts Knowledge of Virtualization Knowledge of Cloud security Knowledge of Web technologies
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	How to provide Flexible and scalable infrastructures as per user requirement
Understanding	Understanding the components of Virtualization
Applying	Carrying out practical‘s through Virtualization
Analyzing	The case studies will help us to understand more of practice of cloud computing in the market.
Evaluating	Comparison of cost-wise solution to the problem and selecting the best solution for the problem suggested to the organization
Creating	Creating flexible and scalable infrastructure suitable to the organizational need
Syllabus	**Unit 1: Overview Of Virtualization :** Introduction to Virtualization, Virtualization Approaches, Virtualization for Server Consolidation and Containment, Hardware Support for Virtualization, Para-Virtualization, vmWare‘s Virtualization Solutions
	Unit 2: Understanding Virtualization: The Roots of Virtualization, Making Better Use of Your Systems with Virtualization, Approaches to Virtualization, Understanding the Virtualization Ecosystem, Reasons to Invest in Virtualization Hardware. **vmWare :** what is VmWare, Virtulization with Vmware, VmWareProducts,Data Center and Cloud Infrastructure, Networking and Security, SDDC Platform, Storage and Availability, The vmWare Approach to the Cloud, vmWare vSphere 4, Server Consolidation and Containment
	Unit 3: Hypervisor: What is Hypervisor, Type 1 Hypervisor, Type 2 Hypervisor, Types of Hardware Virtualization : Full Virtualization, Emulation Virtualization, Para virtualization., Installing Hyper-V In Windows Server 2012,
	Unit 4: Types Of Virtualization: Server Virtualization, Client & Desktop Virtualization Services and Applications Virtualization, Network Virtualization, StorageVirtualization
	Unit 5: Tools For Virtualization: Virtualization with Xen, Virtualization with Bochs and QEMU,

	Virtualization with Lguest, Virtualization with KVM
	Unit 6: Virtualization For Businesses: Need for Virtualization in a Business, Implementation of Virtualization in a Business, Cost-Benefit Analysis of Virtualization
	Unit 7: Openstack And Its Role In Virtualization: Understanding Openstack, nine Core key components of openstack. CASE STUDIES OF VIRTULIZATION : Xen Hypervisor, OpenVZ Hypervisor, MS Virtual Server 2005 R2, Oracle VM
Text Books	**References:** 1 –Virtulization‖ – A Manager‘s Guide, By Dan Kusnetzky, O‘reilley Publications, 2 –Virtulization for Dummies‖, 1st Edition, Kindle Edition, by Bernard Golden.
Reference	Please refer these websites for MOOC‘s: NPTEL / Swayam www.edx.com www.coursera.com

ELECTIVE GROUP (01): CLOUD COMPUTING

Subject Name	**(01) B Cloud Computing Services (Amazon Web Services)**
No. of Credits	2 Credits
Pre Requisite	Knowledge of Cloud Computing Concepts Knowledge of Virtualization Knowledge of Cloud secuity Knowledge of Web technologies Knowledge of Iaas, PaSS,SaSS&DaSS
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	How to provide Flexible and scalable infrastructures as per user requirement
Understanding	Understanding the components of AWS
Applying	Carrying out practical‘s through AWS
Analyzing	The case studies will help us to understandmore of practice of cloud computing in the market.
Evaluating	Comparison of cost-wise solution to the problem and selecting the best solution for the problem suggested to the organization
Creating	Creating flexible and scalable infrastructure suitable to the organizational need
Syllabus	**Unit 1: Cloud Computing Fundamentals:** Definition of Cloud Computing , private, public and hybrid cloud. Cloud types; IaaS, PaaS, SaaS. Benefits and challenges of cloud computing, public Vs private clouds
	Unit 2: Infrastructure &Networking: Introduction to Amazon Web Services AWS Global Infrastructure Introduction to Network Switches & Virtual Private Cloud VPC & Subnets Internet Gateways, VPC Peering & NAT Gateways IP Addressing in AWS Understanding AWS Security Groups Launching our first EC2 instance EC2 instance types & Pricing Models
	Unit 3: Storage: Introduction to Block & Object storage mechanism Introduction to Elastic Block Store - EBS EBS Snapshots EBS Volume Types Instance Store Volumes Introduction to Simple Storage Service (S3) Features of S3
	Unit 4: Elastic Load Balancers : Understanding High Availability Configuration ELB Configuration

	Elasticity Auto Scaling **Identity & Access Management** Understanding the IAM Policies IAM User, IAM Policy and IAM Role
	Unit 5: Relational Databases: Introduction to Relational Databases Creating our first database structure in MySQL Getting started with DynamoDB
	Unit 6: Domain Name System: Introduction to DNS Understanding DNS Records Introduction to Route53
	Unit 7: AWS Lambda and API: Getting started with AWS Lambda Introduction to API Understanding working of API Building our API with API Gateway
Text Books	1. Cloud Computing: Principles and Pardigms by RajkumarBuyya, jamesBroberg and Andrzej M.Goscinski, Wiley, 2011. 2. Amazon Web Services for Dummies – Wiley Brand. 3. Learning AWS – Design, Build and Deploy responsive applications using AWS cloud components by Aurobindo Sarkar, Amit Shah
Reference Books	1. Learn AWS – David Clinton 2. AWS Lab by Zoom Technologies

ELECTIVE GROUP (02): DATA SCIENCE

Subject Name	**(02) A - Statistical Programming in R**
No. of Credits	2 Credits
Pre Requisite	Statistical Knowledge required
Course Objectives	• To teach the Beginners of R Programming of the a master level. A variety of topics will be covered that are important for Data science in order to prepare the students for real life prediction of data engineering. • To impart knowledge of the concepts related to Probability and Application on data sets. It also gives the idea how data is managed in various environments with emphasis on Predictions measures as implemented in data sets.
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	• Remember the definitions of concepts and their Implementation in R.
Understanding	• Understand the concept of data and techniques for its Implementation • Understand data data standards and methods. • Understand the fundamentals of Data science
Applying	• Design different data behaviors and their Predictions. • Predictions Model Develop.
Analyzing	• Analyzing Data set • Studying Historical Data.
Evaluating	• Convert the historical Data into Prediction Model.
Creating	• Write R coding for Prediction Model.
Syllabus	**Unit 1. Introduction of Probability:** Concept, Types of Probability, Permutation and Combination concept ,Addition and Multiplication Theorem, Condition Probability, Bayes‘s Theorem
	Unit 2. Random Variable: Concept, Discrete and Continuous Random Variable, Probability density function, Mathematical Expectation and their Theorem
	Unit 3. Data Distribution: Distribution, Types of Data distribution, Exponential distribution, Binomial distribution, Normal distribution, Poisson distribution, Random number generation, Monte Carlo Simulation.
	Unit 4. Testing of Hypothesis: Procedure of Testing Hypothesis, Standard Error and Sampling distribution, Estimation, Student‘s t-distribution, Chi-Square test and goodness of fit, F-test and analysis of variance. Factor analysis.
	Unit 5. Introduction to R programming language: Getting R, Managing R, Arithmetic and Matrix Operations, Introduction to Functions, Control Structures. Working with Objects and Data: Introduction to Objects, Manipulating Objects, Constructing Data Objects, types of Data items, Structure of Data items, Reading and Getting Data, Manipulating Data, Storing Data.

	Unit 6. Graphical Analysis using R: Basic Plotting, Manipulating the plotting window, BoxWhisker Plots, Scatter Plots, Pair Plots, Pie Charts, Bar Charts.
	Unit 7. Advanced R: Statistical models in R, Correlation and regression analysis, Analysis of Variance (ANOVA), creating data for complex analysis, Summarizing data, and case studies.
Text Books	"Fundamentals of Statistics" Seven Edition By S.C.Gupta
Reference Books	1. "Fundamentals of Statistics" Seven Edition By S.C.Gupta 2. –R Programming Fundamentals by KaelenMedeiras 3. — Reinforcement Learning e-book. 4. Learning R Programming Guide on line **Suggested MOOC :** Please refer these websites for MOOCS: NPTEL / Swayam www. edx.com, www.coursera.com

ELECTIVE GROUP (02): DATA SCIENCE

Subject Name	**(02) B - Introduction to Data Science**
No. of Credits	2 Credits
Pre Requisite	Statistical and Programming Knowledge required
Course Objectives	• To teach the Beginners of Data analysis through R /Python Programming of the a master level. A variety of topics will be covered that are important for Data science in order to prepare the students for real live Project Analysis • To impart knowledge of the concepts related to Machine Learning and implement and variety Application on data sets. It also gives the idea how data is managed in various environments with emphasis on Analysis measures as implemented .
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	• Remember the definitions of concepts and their Programming skills.
Understanding	• Understand the concept of coding and techniques for its Implementation • Understand data different Methods . • Understand the fundamentals of Data science
Applying	• Design different Model and their validity check. • Concept applying in other domain area.
Analyzing	• Analyzing Data set. • Comparing different Model .
Evaluating	• Convert the analysis in Modern approaches.
Creating	• Write R/Python coding for Analysis
Syllabus	**Unit 1. Association Rule (5 Hours):** Mining Frequent Patterns, Associations, and Correlations: Basic Concepts and a Road Map, Association Rules, the Apriori Algorithm Classification and Prediction
	Unit 2.Classification: Classification, Issues Regarding Classification, Classification by Decision Tree Induction, Bayesian Classification, Rule-Based Classification, Metrics for Evaluating Classifier Performance, Holdout Method and Random Sub sampling
	Unit 3. Prediction: Prediction, Issues Regarding Prediction, Accuracy and Error Measures, Evaluating the Accuracy of a Classifier or Predictor. Clustering : Cluster Analysis, Agglomerative versus Divisive Hierarchical Clustering, Distance Measures in Algorithmic, Evaluation of Clustering.
	Unit 4. Linear Regression: Prediction using Linear Regression, Gradient Descent, Linear Regression with one variable, Linear Regression with multiple variables, Polynomial Regression, Feature Scaling/Selection.

	Unit 5. Logistic Regression: Classification using Logistic Regression, Logistic Regression vs. Linear Regression, Logistic Regression with one variable and with multiple variables.
	Unit 6. Deep Learning: History, Scope and specification, why deep learning now, building block of neural network, neural networks, Deep learning hardware. Backward and forward neural networks, XOR model, cost function estimation (maximum likelihood), units, activation functions, layers, , normalization, hyper-parameter tuning, Convolution neural networks, architecture
	Unit 7. Case study: Iris Data set ,Loan Data set, Titanic survival Data set ,Share Market Data set, Covide -19 Data set etc.
Text Books	**An Introduction to Machine Learning Springer by GopinathRebala**
Reference Books	1. "Fundamentals of Statistics" Seven Edition By S.C.Gupta 2. An Introduction to Machine Learning Springer byGopinathRebala 3.Deep Learning MIT Press by John D.Kelleher. Suggested MOOC : Please refer these websites for MOOCS: NPTEL / Swayam www. edx.com, www.coursera.com

ELECTIVE GROUP (03): LINUX

Subject Name	**(03) A- Linux Desktop Environment, Shell Programming and System Administration**
No. of Credits	2 Credits
Pre Requisite	Knowledge of any operating system
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	Linux Architecture and Shell Commands
Understanding	Understanding of Linux operating system and environment
Applying	Use Linux operating system for configuring the environment.
Analyzing	
Evaluating	Writing shell scripts and evaluating them
Creating	Creating small applications for smart home/city using Arduino
Syllabus	**UNIT 1:** **Linux Installation** **Using Shell Interface:** **12.** Introduction to Linux **13.** Internal and external commands **14.** General purpose utilities **15.** Navigating the file system **16.** Handling ordinary files **Using GUI Environments:** **17.** GNOME desktop environment KDE desktop environment
	UNIT 2: **Using open source office suite** **18.** Word processor application **19.** Spreadsheet application **20.** Presentation application **21.** Desktop database application **Using the Internet** **22.** World wide web **23.** FTP **24.** Telnet **Using Multimedia** **25.** Graphics Audio Video
	UNIT 3: **Introduction to shell** **26.** Introduction to _bash‘ shell **27.** Redirection **28.** Pipes **29.** Tees **30.** Command substitution **31.** Introduction to other shells: Korn shell, C Shell etc. **Shell environment** **32.** Shell variables **33.** Handling the command line arguments

	34. Login scripts **35.** Terminal characteristics **36.** Aliases **Text editors** _vi‘ editor , _emacs‘ editor
	UNIT 4: **Shell commands** **37.** General purpose utilities **38.** File management **39.** Process management **40.** Communication management **Regular expressions** **41.** Pattern matching **42.** Wild cards **43.** Regular expressions **44.** Utilities: grep, egrep, fgrep etc. **Filters** **45.** Introduction to filters Utilities: pr, head, tail, cut, paste, sort, uniq, nl, tr etc.
	UNIT 5: **Shell scripting** **46.** Introduction to shell scripting **47.** Programming constructs **48.** Mathematical operators **49.** Logical operators **50.** String manipulation **51.** Interactive scripts Handling command line arguments
	UNIT 6: **Understanding system administration:** **52.** Introduction to the routine activities in system administration **53.** Shell commands for system administration **54.** Administrative tools Managing file systems and disk space
	UNIT 7: **Setting up and supporting users:** **55.** Managing user accounts **56.** Providing support to the users **Automating system tasks:** **57.** Aut System initialization **58.** System startup and shutdown **59.** Scheduling system tasks omating system tasks: **Backing up and restoring files:** **60.** Backup and restore strategy **61.** Backup and restore tools **Computer security issues:** **62.** Password protection FirewallsImplement one small project
Text Books	**Textbook:** ▪ Red Hat Linux Bible: Fedora and Enterprise Edition - by Christopher

	Negus
Reference Books	UNIX Concepts and Applications - by Sumitabha Das
MOOC on NPTEL	

ELECTIVE GROUP (03): LINUX

Subject Name	**(03)B -Linux**

	Linux Internals and Network Administration
No. of Credits	2 Credits
Pre Requisite	Basics of Operating System
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	Remembering Linux Internal and Network Management commands
Understanding	Understanding of Linux operating system and Network administration.
Applying	Creating Proxy, server, File server, web server
Analyzing	Analyzing inter process communication
Evaluating	Performance of different servers
Creating	Use of Linux administration for creation of server and management
Syllabus	**UNIT 1:** **Setup And Manage a Local Area Network:** Basic Networking, Introduction to networking, OSI Model,IP addressing (IPV4, IPV6) & LAN establishment with Linux , Configuring internet in Linux through broadband, dial-up, data card & through mobile (gprs). **Setup And Manage Proxy Server :** Basics of proxy services, Configuring proxy services, Creating ACL‘s for controlling access to internet, SQUID: Proxy server setup, Blocking Websites, content filtering, Bandwidth Management
	UNIT 2 : **Setup And Manage FILE Server:** NFS: network file sharing & resource sharing across Linux environment. YUM server: Setting up local YUM, FTP YUM, HTTP YUM, EPEL, REMI &RPMForge like YUM configuration, DHCP:Dynamic Host Configuration Protocol setting up, Allocating IP, Subnet mask, default gateway and hostname, communication with DNS and other protocols. **Setup And Manage FTP Server**
	UNIT 3: **Setup And Manage Web Server :** Basics of Web Services, Introduction to Apache, Configuring Apache for main site, Configuring Apache for multiple sites using IP-based, port based and name-based, Web Server: Apache installation, configuring dedicated server, shared server, user based authentication, load balancing and apache tuning. NIS, LDAP: (user's liberty to sit into remote machine) MAIL Server: knowing MUA,MTA& MDA, setting up and configuring POSTFIX,PO3s v/sIMAPs, Squirrel mail, accessing via Outlook, Thunderbird and evolution. Multi/virtual domain management, email security. Postfix Administration.
	UNIT 4 : **Setup And Manage boot Server :** What is booting and boot process of Linux?, Init Process or Run levels **Setup And Manage DNS Server :** Basics of Internet, Basics of DNS and BIND 9, Configuring DNS primary server, DNS:master DNS, slave DNS with forward & reverse zone, one DNS resolving multiple domain, dynamic DNS etc

	UNIT 5: Architecture of Linux, User and Kernel Space, Introduction to System Calls, System Calls in Detail, trace – Tracing system calls. **Process management** Introduction to Process and process attributes, process vs. Program, Process States, Creating Process, Process termination, process commands Special case of processes. **Inter Process Communication** Introduction to IPC, Pipe, FIFO, Shared Memory, Advantages and Disadvantages of various IPC mechanisms, Application of IPC
	UNIT 6 : **Working with Signals and Threads** **Thread and Process Synchronization** Threads and resources management, Race condition in multi-threaded applications,writing thread safe code,Mutex, POSIX Semaphores, Usage of Binary semaphores and Mutex Race condition in multi-process applications, Limitations of shared memory, Semaphore Implementation.
	UNIT 7: **Linux Networking** OSI and TCP/IP models, Addressing in TCP/IP, IPv4 and IPv6 differences, TCP three-way handshake, Network packet analysis in Linux, Networking commands in Linux, Using socket API to implement client server communication, Working with TCP and UDP sockets, Synchronous I/O
Text Books	1. Linux Administration : A Beginner‘s Guide, Shah, TMH 2.LINUX: The Complete Reference, Petersen, TMH 3.LINUX Network Administrator‘s Guide, Kirch,SPD/O‘REILLY
MOOC on NPTEL	https://nptel.ac.in/courses/106/105/106105166/

ELECTIVE GROUP (04): OPEN SOURCE TECHNOLOGIES

Subject Name	**(04) A. Perl Scripting**
No. of Credits	2 Credits
Pre Requisite	
Course Objectives	**Course Objective :** To introduce basic concepts of Perl Programming and write, modify, and run simple Perl scripts and study working with files and using perl as an object oriented language
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	Using some basic concepts of Perl scripting terminology for development of applications for organization.
Understanding	By remembering students will understand concepts of perl language and how to develop and implement various types of programs as per need of organization
Applying	Students will Have thorough knowledge about programming of Perl.
Analyzing	Students will acquire a good knowledge of programming with perl. Student will be able to pursue his study in object oriented concepts also using perl.
Evaluating	Ability to select proper programming concept to design applications to solve real world problem.
Creating	Design and create ir own applications using procedures, functions, file handling & OOP objects.

Course Plan

Unit	Contents
	Unit 1: Perl ─ Introduction : What is Perl? Perl features , Perl ─ Syntax Overview, Perl ─ Data Types , Numeric Literals String Literals , Perl ─ Variables , Creating Variables, Perl─ Scalars, Scalar Operations ,Perl ─ Arrays Perl ─ Hashes
	Unit 2: Control Flow and Looping Statement: if statement , if else statement, if elsif else statement, unless statement, switch statement, ? : Operator **Perl ─ Loops :** while loop , until loop, for loop, For each loop do while loop nested loops, next statement, last statement, continue statement, redo statement, go to statement, Infinite Loop
	Unit 3: Perl ─ Operators : What is an Operator? Perl Arithmetic Operators, Perl Equality Operators, Perl Assignment Operators, Perl Bitwise Operators, Perl Logical Operators, Quote-like Operators, Perl ─ Date and Time, GMT Time Format, Date & Time, Epoch time, POSIX Function strftime()
	Unit 4: Perl ─ Subroutines : Define and Call a Subroutine, Passing Arguments to a Subroutine, Passing Lists to Subroutines, Passing Hashes to Subroutines, Returning Value from a Subroutine, Private Variables in a Subroutine, Temporary Values via local(), State Variables via state() Subroutine, Call Context **Perl ─ References :** Create References Dereferencing Circular References,

	References to Functions Perl ─ Formats Define a Format Using Format, Define a Report Header Number of Lines on a Page, Define a Report Footer , String and Mamatical Functions
	Unit 5: Perl ─ File I/O : Opening and Closing Files, Open Function, Sysopen Function, Close Function, Operator getc Function, read Function, print Function, Copying Files Renaming a file, Deleting an Existing File Positioning inside a File **Perl ─ Directories :**Display all Files, Create new Directory, Remove a directory, Change a Directory
	Unit 6: Perl ─ Regular Expressions : Pattern Matching, Match Operator Match Operator Modifiers Matching Only Once Regular Expression Variables. Substitution Operator Substitution Operator Modifiers. Translation Operator Translation Operator Modifiers More Complex Regular Expressions Matching Boundaries Selecting Alternatives Grouping Matching. \G Assertion Regular-expression Examples
	Unit 7: Introduction to Object Oriented Programming in Perl : Object Basics, Defining a Class Creating and Using Objects, Defining Methods, Inheritance Method Overriding , Default Auto loading, Destructors and Garbage Collection, Object Oriented Perl Example
References (Books, Websites etc) : • Mastering Perl : Brian, O'Reilly • www.tutorialspoint.com/perl/index.htm	
Suggested MOOC : Swayam	

ELECTIVE GROUP (04): OPEN SOURCE TECHNOLOGIES

Subject Name	**(04)B- Ruby**
No. of Credits	2 Credits
Pre Requisite	
Course Objectives	**Course Objective :** Main objective of this paper is to learn, object-oriented programming with Ruby, Rails fundamentals and how to create basic online applications. How to work with HTML controls, use models in Rails applications, and work with sessions. Details on working with databases and creating, editing and deleting database records, Methods for handling cookies and filters and for caching pages.
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	Using some basic concepts of Ruby scripting for development of applications for organization .
Understanding	By remembering students will understand concepts of ruby rails and how to develop and implement various types of programs as per need of organization
Applying	Students will Have thorough knowledge about object-oriented programming with Ruby.
Analyzing	Students will acquire a good knowledge of programming with HTML controls, use models in Rails applications, and work with sessions. Student will be able to pursue his study in object oriented concepts for online application development..
Evaluating	Ability to select proper programming concept to design applications to solve real world problem.
Creating	Design and create ir own applications using OOP objects & rails application developement.

	Contents
	Unit 1:Introduction to Ruby : Creating a first web application, getting started with Ruby, Checking ruby documentation, working with numbers in ruby, working with strings in ruby.
	Unit 2:Variables and Constants in Ruby : Storing data in variables, creating constants, interpolating variables in Double-Quoted strings, reading text on command line, creating symbols in ruby, working with operators, Handling operator precedence, working with Arrays, using Two Array Indices, working with Hashes, working with ranges.
	Unit 3:Conditional Loops, Methods and Blocks: If Statement, Using case statement, using loops, creating and calling a method, making use of Scope, working with Blocks
	Unit 4: Classes: creating a class, creating an object Data Encapsulation, Data Abstraction, Polymorphism, Inheritance
	Unit 5: Objects: Understanding Ruby‘s object Access, overriding method, creating class variables, creating class methods, creating Modules, creating Mixins

	Unit 6: Rails: Putting Ruby to Rails, introducing Model View Controller Architecture, giving view something to do, mixing ruby code and HTML inside view, passing data from an action to a view, escaping sensitive text, adding a second action.
	Unit 7:Building Simple Rails Applications : Accessing data user provides, using rails shortcuts for HTML controls, working with models, tying controls to models, initializing data in controls, storing data in sessions
References (Books, Websites etc.): • Programming Ruby: Pragmatic Programmers' Guide, Second Edition • Agile Web Development with Rails, Third Edition • www.webtechlearning.com	
Suggested MOOC : SWAYAM	

ELECTIVE GROUP (05): MOBILE COMPUTING

Subject Name	**(05) A- JavaScript Programming**
No. of Credits	2 Credits
Pre Requisite	Basic Knowledge about website development.
Cognitive Abilities	**Course Outcome as per Blooms Taxonomy**
Remembering	Using some basic concepts of programming be understood and remembered .
Understanding	By remembering students the basing concepts students will understand the concepts of programming structure
Applying	Students will Have thorough knowledge about website working
Analyzing	To study the form elements and its working
Evaluating	Ability to select proper functionality of a page and form.
Creating	Design and create their own websites with proper validation
Syllabus	**Unit 1 Introduction to Javascript:** JavaScript Overview , JavaScript Programming Basics, **Variables and Operators** : Variables and Data Types , Operators , Array
	Unit 2 Control Statements: Controlling the Flow: JavaScript Control Statements, **Functions :** Parameters and working, **The Window Object** : The Window Object, Dialog Boxes ,Window function
	Unit 3: The Document Object: The Document Object, Writing to Documents, Document related functions**Forms and Forms-based Data :** The Form Object , Working with Form Elements and Their Properties ,Event related with form
	Unit 4: Form Validation: A Process, Testing Data , Preparing Data for Validation and Reporting Results, Validating Non-text Form.
	Unit 5 : Frames: HTML Frames Review, Scripting for Frames **The String and RegExp Objects** : The String Object, Properties and methods of String Object, Using String Object Methods to Correct Data Entry Errors, The RegExp Object **Dates and Math:** The Date Object, Properties and methods of Date Object, The Math Object , Properties and methods of Math Object
	Unit 6: AJAX: **Animation**: Frequently used Animation function, Manual and Automated animation. **AJAX**: Introduction to AJAX, Interacting with the Web Server using XMLHttpRequest Object, Need of Web server

	Unit 7: JS Frameworks & Libraries: Need of JSON , RESTful API with JSON, jQuery, Intro ,Effects and animations DOM/HTML Updates, jQuery and Ajax
Reference Books	1.JavaScript and JQuery: Interactive Front-End Web Development, by Jon Duckett 2.JavaScript: The Definitive Guide, by David Flanagan 3.Learn JavaScript VISUALLY, by IvelinDemirov
MOOC on NPTEL	https://nptel.ac.in/courses/106/105/106105084/ https://youtu.be/uUhOEj4z8Fo

ELECTIVE GROUP (05): MOBILE COMPUTING

Subject Name	**(05)B - Android**
No. of Credits	2 Credits
Pre Requisite	Basic Knowledge about Java language
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	Using some basic concepts of programming with GUI .
Understanding	By remembering students the basing concepts students will understand the concepts of program structure with layout
Applying	Students will Have thorough knowledge how programming affects on layout, output design.
Analyzing	To see various parts of design and its elements
Evaluating	Ability to create effective layout.
Creating	Design and create their own screen with proper view.
Syllabus	**Unit 1 : Introduction to Android:** Evolution of Android ,Advantages of Android, SDK Tools for Android **Overview of Android Platform :** Android Development IDE Understand the Working of Android, The Android Application Framework, Screen Layout Design, User Interface Design, Introduction to Graphics and Animation Design, Interactivity, Introduction to Content Providers, Intent and Intent Filters
	Unit 2: Android Development Environment: **Setting up the Android Development Environment :** Installing Android Development Environment, Updating the Android SDK Setting up AVDs and Smartphone Connections **Introduction to the Android Software Development Platform :** Understanding Java SE and Dalvik Machine, The Directory Structure of an Android Project, Android XML, Android Application Resources ,Launching an Android Application, Creating first Hello Application
	Unit 3: Overview of Android Framework: Overview of Object Oriented Programming, Overview of XML The Anatomy of an Android Application, Components of an Android Application, Android Intent Objects, Android Manifest XML
	Unit 4: Screen Layout Design: Android View Hierarchies, Activity Lifecycle, Defining Screen Layouts (Screen size, pixel density) **User Interface Design:** Using Common UI Elements, Using Menus in Android ,

	Adding Dialogs(Date picker, Time picker, Custom Dialog, Alert Dialog
	Unit 5: Introduction to Graphics Resources: Introduction to Drawables, Using Bitmap Images, Using Transitions, Creating 9-Patch Custom Scalable Images, Playing Video in Android Apps **Handling User Interface Events:** An Overview of UI Events, Handling onClick Events for all Views, Android Touch-screen Events: onTouch Touch-screen‘s Right-Click Equivalent: onLongClick, Keyboard Event Listeners: onKeyUp, onKeyDown, Context Menus: onCreateContextMenu, Controlling the Focus
	Unit 6: **Understanding Content Providers:** An Overview of Android Content Providers, defining a Content Provider, Working with a Database **Intents and Intent Filters :** Understanding the Intents, Android Intent Messaging via Intent Objects, Intent Resolution, Using Intents with Activities, Android Services, Using Intents with Broadcast Receivers
	Unit 7 : Bars and Views : Action Bar, Toolbar, Navigation Drawer, TextView, EditView, Button, WebView, ImageView ,ListViewetc
Reference Books	1.Android Application Development All-in-One For Dummies- Barry A. Burd 2.Android Programming: The Big Nerd Ranch Guide Programming Android: 3.Java Programming for the New Generation of Mobile Devices- Authors: Zigurd R. Mednieks, Laird Dornin, G. Blake Meike, Masumi Nakamura
MOOC on NPTEL	https://nptel.ac.in/courses/106/106/106106147/ https://youtu.be/bBt5sTXaOJA

ELECTIVE GROUP (06): DOT NET TECHNOLOGIES

Subject Name:	**(06) A- C# Programming and Applications**
No. of Credits:	2 Credits
Pre Requisite:	Basic Knowledge of Object-Oriented Programming, Event Driven Programming and Database Applications.
Cognitive Abilities:	Course Outcome as per Blooms Taxonomy
Remembering:	Using basic concepts of object-oriented programming, event driven programming and database application programming in C# can be understood and remembered.
Understanding:	By remembering basic concepts students can understand how to work with programming in C#. Students need to understand programming structures of OOP in C#. Needs to understand methods and properties of various controls of windows forms application along with database objects and their methods.
Applying:	Students will have detailed knowledge of Abstraction, Inheritance, Polymorphism, Encapsulation, Exception Handling, Windows forms applications and database applications
Evaluating:	Students will have ability to use proper methods of C# to solve object oriented problems.
Creating:	Students can apply the concepts of C# programming to create console based and windows based applications.
Syllabus:	**Unit 1: Introduction to C#:** Programming Features of C#, Keywords in C#, Namespaces, Data Types, Variables, Operators, Type Conversions, The _?:‘ Operator, Control Statements. Methods, Passing Method Parameters, Method Overloading, Array, ArrayList class, String Methods, foreach loop.
	Unit 2: Classes and Objects: Basic Principles of OOP, Define a Class, Member Access Modifiers, Constructors, Types of Constructors (Default Constructor, Overloaded Constructor, Static Constructor, Private Constructor and Copy Constructor),

	Destructors, _this‘ Reference, Constant Members, Properties, Auto Implemented Properties, Object Initializer, Collection Initializer, Anonymous Types, Extension Methods, Partial Class, Partial Methods, Indexers.
	Unit 3: Inheritance and Polymorphism: Define Inheritance, Types of Inheritance, Method Overriding, Abstract Class, Abstract Methods, Sealed Class and Methods, Define Polymorphism, Static Polymorphism: Function Overloading Operator Overloading, Overloadable and Nonoverloadable Operators, Dynamic Polymorphism, Defining Interface, Extending interface, Interface and Inheritance, Explicit Interface.
	Unit 4: Errors and Exception Handling: Types of Errors, Exceptions, Syntax for Exceptions Handling Code, Multiple catch Statements, finally Statement, Nested try Block, Throwing Our Own Exception.
	Unit 5: Working with Windows Form Controls: Properties, Events and Examples of: Button, Label, LinkLabel, TextBox, RichTextBox, ListBox, ListView, ComboBox, RadioButton, CheckBox, CheckedListBox, DateTimePicker, PictureBox, Timer, ProgressBar, TrackBar, HScrollBar, VScrollBar.
	Unit 6: Menus, MDI and Containers: ContextMenuStrip, MenuStrip, StatusStrip, ToolStrip, SDI and MDI, Visual Inheritance, GroupBox, Panel, TreeView, SplitContainer, TabControl Example.
	Unit 7: Data Access and Data Bindings: ADO.NET Overview, .NET Data Providers, ADO.Net Objects, Connections, Commands, Data Adapters, Data Readers , Data Sets , Data Tables , Data Views , Data Bindings, Reports.
References (Books, Websites etc)	• C#: The Complete Reference, McGraw-Hill Osborne Media- Herbert Schildt. • C # Programming- Wrox publication. • Programming in C# -A Primer. E. Balaguru
Suggested MOOC:	1) Coursera (www.coursera.org) 2) mymooc (www.my-mooc.com) 3) Class Central (www.class-central.com) *4)* edX *(*www.edx.org*)* 5) Mooc List (www.mooc-list.com

ELECTIVE GROUP (06): DOT NET TECHNOLOGIES

Subject Name:	**(06)B-ASP.Net with MVC**
No. of Credits:	2 Credits
Pre Requisite:	Basic Knowledge of Website Development, JavaScript, Validations, State Management etc.
Cognitive Abilities:	Course Outcome as per Blooms Taxonomy
Remembering:	Using basic concepts of website development, methods and properties ASP. Net in C# can be understood and remembered.
Understanding:	By remembering basic concepts students can understand how to work with web designing in C#. Students need to understand methods and properties of various client and server side controls. Working of state management is also needs to understand.
Applying:	Students will have detailed knowledge of Website design and development, validation, state management, use of web parts and Ajax controls.
Evaluating:	Students will have ability to use proper client side and server side controls of C# to design modern web design.
Creating:	Students can apply the concepts of C# programming for designing a programs for desktop or mobile, as well as web application.
Syllabus:	**Unit 1: Introduction to ASP.Ne**t: Introduction to ASP.Net, ASP.Net Architecture, ASP.Net Page Life Cycle, Page Life Cycle Events, ASP.Net Directives., FileUpload Control, Calendar Control, AdRotator Control, MultiView Control, and Wizard Control Examples, Validation Controls, Menu, SiteMapPath, TreeView Control.
	Unit 2: Master Pages, CSS, and JavaScript: Working With Master Pages, Nested Master Pages, CSS Overview, Adding Style Sheets into, Web Pages, Editing Styles, Applying Styles to Master Pages, Applying Styles to Web Page, JavaScript Overview, Adding JavaScript files into ASP.Net, Editing JavaScript Files, Applying JavaScripts to Master Pages, Applying JavaScripts to WebPage.

	Unit 3: State Management: View State, Hidden Field, Session State, Application State, QueryString, HttpContext, Cookies, Caching, Types of Caching.
	Unit 4: Data Access in ASP.Net: Data Source Controls, DataList, DataPager, GridView, DetailsView, FormView, Object Data Sources, ListView, DataPager, Repeater.
	Unit 5: ASP. Net Web Parts: Introduction, Advantages of Web Parts, WebPartsManager, CatalogPart, PageCatalogPart, EditorPart, WebPartZone,,EditorZone, CatalogZone Controls.
	Unit 6 : Ajax Controls: AJAX control toolkit, Building a ASP.NET Page with AjaxScriptManager Control, UpdatePanel Control, UpdateProgress Control, Timer Control
	Unit 7: Working with MVC: Introduction to .Net MVC Framework, MVC Framework Features, MVC Architecture, MVC Components, MVC Application Folders, Configuration files-global.asax, packages.config, web.config, Working with Views, Woking with Controls.
Reference Books:	• ASP.Net: The Complete Reference, Matthew MacDonald • Professional ASP.Net (4/4.5) in C #- Wrox publication
Suggested MOOC:	1) Coursera (www.coursera.org) 2) mymooc (www.my-mooc.com 3) Class Central (www.class-central.com) *4)* edX *(*www.edx.org*)* 5) Mooc List (www.mooc-list.com)

ELECTIVE GROUP (07): NET CENTRIC TECHNOLOGIES

Subject Name	**(07)-A HTML 5.0**
No. of Credits	2 Credits
Pre Requisite	Basic concepts of Languages and HTML tags with functions.
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	Understand the Concepts of HTML 5 & the Applications of HTML 5 to WebsiteDevelopment.
Understanding	By remembering students the basic concepts of HTML and the applications of advanced features of HTML 5. 0 for web development. .
Applying	Students will Have thorough knowledge about practical approach in designing website for various business applications..
Analyzing	To Measure the knowledge about website development and practical applications of advanced features to the web applications
Evaluating	Ability to select proper method to use better tools for website development using HTML 5.0 features and apply security measures to the websites also use useful functions of HTML 5.0
Creating	Design and Develop Websites for various BusinessApplications. Check information inputted into a Database and validateit.
Syllabus	**Unit-1 Introduction to HTML: (7 Hours)** MIME Types, Standards for the Internet, Evolution of HTML, Introduction to XHTML, Introduction to Working Group, W3C
	Unit-2 Features of HTML5: (6 Hours) Detection of HTML5 Support, Modernizr: An HTML5 Detection Library, Canvas, Canvas , Text, Video, Video Formats, Local Storage, Web Workers, Offline Web Applications, Geolocation, Input Types, Placeholder Text, Form Autofocus, Microdata
	Unit-3 Elements of HTML5: The Doctype, The Root Element, The <head> Element, New Semantic Elements in HTML5, Handling of Unknown Elements by the Browsers, Headers, Articles, Dates and Times, Navigation, Footers
	Unit-4 :Drawing Surface: Introduction to Canvas, Simple Shapes, Canvas Coordinates, Paths, Text, Gradients, Images
	Unit-5 :Video on the web: Video Containers, Video Codecs, Audio Codecs
	Unit-6 :Geolocation and Local Storage for Web Applications: Geolocation API, Handling Errors, geo.js Library, Evolution of Local Storage, Introduction to HTML5 Storage
	Unit-7 :Web Forms and Offline Web Application: Introduction to Web Forms, Placeholder Text, Autofocus Field, e- Mail, Addresses, Web Addresses, Numbers as Spinboxes, Numbers as

	Sliders, Date Pickers, Search Boxes, Color Pickers, Introduction to Offline Web application, The CacheManifest
Text Books	1. .Anil Gaikwad , Jyoti Biradar (Patil) Basic Concepts of System Analysis Lambert Academic Publication Dec. 2019 . 2. Brian Albers, Frank Salim, and Peter Lubbers –Pro HTML 5.0Programming
Reference Books	1. Bruce Lawson, Remy Sharp –Introducing HTML 5.0 –Google Books 2010. 2. Jeffrey Zeldman and Jeremy Keith –HTML 5 for Web designers – GoogleBooks-2010. 3. Christopher Murphy, DivyaManian, and Richard Clark :Beginning HTML5 andCSS3.2012. 4. Anil Gaikwad , Jyoti Biradar (Patil) Software Project Management Made Easy Lambert Academic Publication 2019 Dec .
MOOC on NPTEL	Please refer these websites for MOOC"s: NPTEL / Swayamwww.edx.comwww.coursera.com

ELECTIVE GROUP (07): NET CENTRIC TECHNOLOGIES

Subject Name	**(07) B - AJAX PROGRAMMING**
No. of Credits	2 Credits
Pre Requisite	Basic concepts of Languages and HTML tags with functions.
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	Understand the Concepts of Basic Programming skills and how to use AJAX Programming for software development .
Understanding	Understand the Concepts of AJAX Programming & the Applications of AJAX to WebsiteDevelopment. Design and Develop Websites for various Business Applications using AJAXProgramming. Check information and handle database inwebsites..
Applying	Students will Have thorough knowledge about practical approach in AJAX programming language for Software development .
Analyzing	Computer programming detail knowledge , An intermediate knowledge on Programming Languages and its structure for developing professional web applications for business organizations.
Evaluating	Ability to select proper method to use better tools for website development using AJAX programming language . Use maximum features of AJAX language and know the details about security features of the language .
Creating	Design and Develop Web applications or web sites for various BusinessApplications.
Syllabus –	**Unit-1 Introduction to AJAX:** Introduction to Web Architecture, Traditional Web Communication Processes and Technologies , Introduction to AJAX
	Unit-2 Interacting with the Web Server using XMLHttpRequest Object: Introduction to Interaction with Web Server, Create an XMLHttpRequest Object, Interact with the Web Server
	Unit-3 : Working with PHP and AJAX: Introduction to PHP , Process Client Requests , Accessing Files Using PHP
	Unit-4 Manipulating XML Data: Basics of XML , Create an XML Document Using DOM , Retrieve Data from XML
	Unit-5 : Working with XSLT and AJAX: Basics of XSLT , Transform Responses Using XSLT
	Unit-6 : Working with JSON: Introduction to JSON Format, Create Data in JSON Format , Implement JSON on the Server Side scripting.
	Unit-7: Using Frameworks in AJAX:

	Understand AJAX Frameworks , Use Prototype and Script.aculo.us , Use jQuery **Applying Basic AJAX Techniques** Download Images Using AJAX, Auto-Populate Select Boxes **Implementing Security and Accessibility in AJAX Applications** Create Secure AJAX Applications , Create Accessible Rich Internet Applications
Text Books	1. Anil Gaikwad , Jyoti Birada (Patil) Basic Concepts of System Analysis Lambert Academic Publication Dec. 2019 . 2. Brian Albers, Frank Salim, and Peter Lubbers –Pro HTML 5.0Programming.
Reference Books	1. Ajax: The Definitive Guide: Interactive Applications by Anthony T. Holdener-2014. 2 Kris Hadlock –Ajax for Web Developers Amazon Books2012. 3 Ajax: The Complete Reference by Thomas A. Powell-Amazon Books2013 4. Anil Gaikwad , Jyoti Biradar (Patil) Software Project Management Made Easy Lambert Academic Publication Dec. 2019
MOOC on NPTEL	Please refer these websites for MOOC"s: NPTEL / Swayamwww.edx.comwww.coursera.com Website :-https://www.amazon.com/Learn-JavaScript-Ajax-w3Schools-W3Schools/dp/0470611944/

ELECTIVE GROUP (08): INFORMATION SYSTEMS

Subject Name	**(08) A -Recommender System**
No. of Credits	2 Credits
Pre Requisite	Basic Knowledge about Relational Database Management system and Software Development , Knowledge about Business Organizations and its functions , Theory of Recommender Systems and Decision Making process .
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	Using some basic concepts of software databases ,development stages and software development also software engineering Information can be understood and remembered .
Understanding	By remembering students the basing concepts students will understand the concepts of Recommender system , Internet and database concepts .
Applying	Students will Have thorough knowledge about practical approach in database design and design the recommender systems for business applications
Analyzing	To Measure the Information systems applications with respect to business benefits . reduce the risk of decision making
Evaluating	Ability to select proper method to use proper recommender system for business applications and make it useful for business functions.
Creating	Design and create own recommender system as per the requirements of the business and functions of the business After going through this course a student should be able to understand : • Will be able to understand the concepts of Decision MakingProcess. • Can be able to design and develop Recommender for Businessapplications. Implementation of Recommender System for various areas of Interest in Business Organizations.
Syllabus –	**Unit-1 : Introduction to Basic Concepts:** Collaborative Recommendation: User Based Nearest Neighbor recommendation, Item Based Nearest Neighbor recommendation, model based and pre-processing based approaches. Recent practical approaches and systems. Content based Recommendation: content representation and content similarity, similarity based retrieval, other text classification methods, Knowledge Based Recommendation: Knowledge representation and reasoning, interacting with constraint based recommenders, interacting with case based recommenders,
	Unit-2 :Hybrid recommendation approaches: Opportunities for hybridization, Monolithic hybridization design, parallelized hybridization design, pipelined hybridization design,
	Unit 3:Evaluating recommender systems : General properties of Evaluation research, popular evaluation designs, evaluation on historical datasets, alternate evaluation design
	Unit 4: Recent developments: Attacks on collaborative recommender systems, Online consumer decision making

	Unit 5: Recommender systems and the next-generation web: Recommendations in ubiquitous environments.
	Unit 6: Explanations in recommender systems:

	Explanations in constraint-based recommenders, explanation in case based recommenders, explanation in collaborative filtering recommenders.
	Unit-7 :Case studies on Recommender System for various Business applications
Text Books	1 –Innovation Management A Business Development Approach - Anil Gaikwad , Rajesh Kanthe –Lambert Academic Publication Dec 2019. 2 –Recommender systems An Introduction‖ by DietmarJannach, Markus Zanker, AlexzanderFelfering, Gerhard friedrich by Cambridge university press2011 3 Recommender systems handbook [book] by francescoricci, liorRokach, Paul b. Kantorin books
Reference Books	1. Amazon books Recommender System Practical Approach Dec- 2019 Amazon Books . 2. Tony Campbell Managing Risk and Information Security :- Protect to Enable. A-Press Open Access Book (Free). 3. Anil Gaikwad , Jyoti Biradar (Patil) Software Project Management made Easy Lambert Academic Publication 2019
MOOC on NPTEL	https://nptel.ac.in/courses/, NPTEL / Swayamwww.edx.comwww.coursera.com

ELECTIVE GROUP (08): INFORMATION SYSTEMS

Subject Name	**(08) B -Knowledge Management**
No. of Credits	2 Credits
Pre Requisite	Knowledge about Information System and MIS with Implementation of MIS
Cognitive Abilities	**Course Outcome as per Blooms Taxonomy**
Remembering	Using some basic concepts of software development , information system and applications of databases o business problems The objective of the course is to provide the basic skills of managing knowledge in organizations. Knowledge is an asset for retaining the competitive advantage of the organization. This course develops the capabilities of towards managing students to manage knowledge in organizations.
Understanding	By remembering students the basic concepts of Knowledge management students will understand the concepts of applications of knowledge management to the business problems .
Applying	Students will Have thorough knowledge about practical approach in designing knowledge management systems for business functions and apply the various advanced tools of software development .
Analyzing	To Measure the knowledge management applications with respect to business benefits . reduce the risk of decision making
Evaluating	Ability to select proper method to use proper knowledge management system for business applications and make it useful for business functions.
Creating	Design and create own knowledge management After going through this course a student should be able to understand : Will be able to understand the concepts of Knowledge and knowledge management. Can be able to design and develop Knowledge management systems for Business applications. Implementation of KM to various areas of Interest in Business Organizations.
Syllabus	**Unit 1: Introduction:** Definition, Scope and Significance of Knowledge Management , Difficulties of Knowledge Management, Techniques of KM – Implementation of KM, Organizational knowledge, Characteristics and Components of Organizational Knowledge
	Unit 2: Drivers of knowledge Management: Pillars of knowledge Management, KM framework , Supply Chain of KM , Formulation of KMstrategy.
	Unit 3: Technology and KM: Technology components of KM – IT & KM , Ecommerce and KM
	Unit 4: Total Quality Management and KM: TQM and KM , Bench marking and KM.
	Unit 5: Implementation of KM: Discussion on Roadblocks to success, Implementing a KM programme , Critical Success Factors in KM , Implementation of KM

	Unit 6: KM and Organizational Restructuring: The Mystique of Learning, Organization:- Outcomes of learning, Learning and Change – Innovation, continuous Improvements,

	Corporate Transformation.
	Unit 7: Case studies in Knowledge Management: Knowledge management in Health Care, Knowledge Management in Human Resource Management and other areas of Business Applications.
Text Books	1. –Innovation Management A Business Development Approach - Anil Gaikwad , Rajesh Kanthe –Lambert Academic Publication Dec 2019. 2. Honey Cutt : ―Knowledge Management Strategies‖, PHI, NewDelhi.
Reference Books	**References (Books, Websites etc.):** 1Madhukar Shukla:Competing Through Knowledge-Building a learning Organization (Response Books, NewDelhi. 2.Awad, KM, Pearson Edn,2007. 3. Barnes, Knowledge Management Systems, 1/e, Thomson2006. IkudiroNonka&Hirotaka Takeuchi, ― The Knowledge – Creating Company‖, Oxford University Press, London. 4. Anil Gaikwad , Jyoti Biradar (Patil) Software Project Management made Easy Lambert Academic Publication 2019
MOOC on NPTEL	Please refer these websites for MOOC"s: NPTEL / Swayamwww.edx.comwww.coursera.com

ELECTIVE GROUP (09): IOT

Subject Name	**(09) A - IoT Architecture Sensors and Fundamentals with Hands- on lab**
No. of Credits	2 Credits
Pre Requisite	School Level Mathematics. Basics of Programming and Networking
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	Learning the concepts of IOT, Networking for IOT, Type of Sensor Network, Arduino Programming
Understanding	IOT Standards, connecting Technologies, Machine to Machine Communication
Applying	Implementing IOT with Arduino
Analyzing	Find the usability of IOT in various applications
Evaluating	Evaluate the performance of IOT solution and upgradation
Creating	Creating small applications for smart home/city using Arduino
Syllabus	**UNIT 1:** **IOT concepts:** • Technologies that led to evolution of IOT • IOT and SCADA • IOT and M2M • IOT and Big Data Relevance of IOT for the future • IOT in everyday life • Internet of Everything • IOT and Individual Privacy. **Sensing, Actuation, Basics of Networking:** layered architecture, important protocols (MQTT, CoAP, REST, XMPP, AMQP)
	UNIT 2: **IOT Standards** : Requirement of international standard (case study) IOT standards in practice. Operating platforms /systems **connectivity Technologies:** 802.15.4, Zigbee, 6LoWPANs, RFID, HART, Bluetooth, ZWAVE, ISA 100.11-A
	UNIT 3: **Sensor Networks:** components of sensor networks, deriving data from sensor nodes, different types of sensor networks and behavior of node in a sensor network, target tracking, wireless multimedia sensor network,nanonetworks, relationship between coverage and connectivity, stationary wireless sensor networks, mobile wireless sensor networks, UAV Networks

	UNIT 4 : **Machine-to-Machine Communications**: exchanging data between machines without human intervention, Low-end sensor nodes, mid-end sensor nodes, M2M ecosystem
	UNIT 5: **Interoperability in IoT**, syntactic and semantic interoperability

	Introduction to Arduino Programming: Features of Arduino Arduino IDE Sketch Structure Arduino Function Libraries: Example : blink LED Operators, control statements, arrays, string, random number, Interrupts
	UNIT 6 : Integration of Sensors and Actuators with Arduino: Sensor interface with Arduino, DTH Sensor Library, Type of Motor Actuators, integration of Actuator with Arduino
	UNIT 7: IOT Applications: Lighting as a service (case study) Intelligent Traffic systems (case study) Smart Parking (case study) Smart water management (case study) Implement one small project
Text Books	• Daniel Minoli, ―Building the Internet of Things with IPv6 and MIPv6: The Evolving World of M2M Communications‖, ISBN: 978-1-118-47347-4, Willy Publications • Vijay Madisetti and ArshdeepBahga, ―Internet of Things (A Hands-onApproach)‖, 1 st Edition, VPT, 2014.
Reference Books	1. Jan Holler, VlasiosTsiatsis, Catherine Mulligan, Stefan Avesand, StamatisKarnouskos, David Boyle, ―From Machine-to-Machine to the Internet of Things: Introduction to a New Age of Intelligence‖, 1 st Edition, Academic Press, 2014. 2. Peter Waher, ―Learning Internet of Things‖, PACKT publishing, BIRMINGHAM – MUMBAI 3. Bernd Scholz-Reiter, Florian Michahelles, ―Architecting the Internet of Things‖, ISBN 978-3-642-19156-5 e-ISBN 978-3-642-19157-2, Springer 46. http://www.cse.wustl.edu/~jain/cse570-15/ftp/iot_prot/index.htm
MOOC on NPTEL	https://nptel.ac.in/courses/106/105/106105166/

ELECTIVE GROUP (09): IOT

Subject Name	**(09) B - Internet Of Things: implementation with Python and Raspberry Pi**
No. of Credits	2 Credits
Pre Requisite	School Level Mathematics. Basics of Programming and Networking
Cognitive Abilities	Course Outcome as per Blooms Taxonomy
Remembering	Understand IoT sensors and technological challenges faced by IoT devices
Understanding	Understanding of IoT value chain structure (device, data cloud), application areas and technologies involved
Applying	Implementing IOT with Python and Raspberry Pi
Analyzing	Explore and learn about Internet of Things with the help of preparing projects designed for Raspberry Pi
Evaluating	Evaluate the performance of IOT solution and upgradation
Creating	Creating small applications for smart home/city using Python and Raspberry Pi
Syllabus	**UNIT 1: Introduction to Python Programming:** Pyton IDE (Spider, Anaconda), Data Types in Python, control statements, functions, file read/write operations, image read/write operations, Networking in Pyton,
	UNIT 2 : Introduction to Rasberry Pi: Basic architecture, installation, Rasberry Pi GPIO, OS setup, using GPIO pins, Taking Pictures using PiCam using Python on Rasberry Pi
	UNIT 3:Implementation of IOT with Rasberry Pi, integration of sensors for data collection, dissemination of data for processing, visualization of data
	UNIT 4 :Software Defined Networking: Origin of SDN SDN Architecture Rule Placement OpenFlow Protocol APIs in SDN Controller Placement Integration of SDN with IoT
	UNIT 5 :Cloud Computing: Introduction, Service Model Service Management Sensor-cloud Fog Computing
	UNIT 6: Smart Cites, Smart Homes, connected vehicles, Industrial IOT
	UNIT 7: Data Handling and Analytics Implement one small project

Text Books	• Daniel Minoli, ―Building the Internet of Things with IPv6 and MIPv6: The Evolving World of M2M Communications‖, ISBN: 978-1-118-47347-4, Willy Publications • Vijay Madisetti and ArshdeepBahga, ―Internet of Things (A Hands-onApproach)‖, 1 st Edition, VPT, 2014.
Reference Books	1. Jan Holler, VlasiosTsiatsis, Catherine Mulligan, Stefan Avesand,

	StamatisKarnouskos, David Boyle, ―From Machine-to-Machine to the Internet of Things: Introduction to a New Age of Intelligence‖, 1 st Edition, Academic Press, 2014. 2. Peter Waher, ―Learning Internet of Things‖, PACKT publishing, BIRMINGHAM – MUMBAI 3. Bernd Scholz-Reiter, Florian Michahelles, ―Architecting the Internet of Things‖, ISBN 978-3-642-19156-5 e-ISBN 978-3-642-19157-2, Springer 46. http://www.cse.wustl.edu/~jain/cse570-15/ftp/iot_prot/index.htm
MOOC on NPTEL	https://nptel.ac.in/courses/106/105/106105166/

ELECTIVE GROUP (10): BIG DATA

Subject Name	**(10) A - Introduction to Big Data**
No. of Credits	2 Credits
Pre Requisite	Preliminary knowledge of computer, Data Mining, Data Warehousing Concepts.
Course Objectives	To introduce learner with Big Data Concept, decision making by doing analysis on the data and managing the data using Big Data Concept like Business Intelligence Concept, decision making by Business Intelligence Tools on Applications such as Finance, Marketing, Education etc.
Cognitive Abilities	**Course Outcome as per Blooms Taxonomy**
Remembering	• Remember the definitions of concepts of Big Data and Business Intelligence Tools.
Understanding	• Understand the concept of Big Data and Business Intelligence Tools. • Understand decision making Theory and Strategies for Big Data. • Understand different Business Intelligence Applications. • Understanding the use of Business Intelligence for AI and Security.
Applying	• Knowledge of Decision making using analysis on the Big Data • Applying on different Big Data Applications in Industries
Analyzing	• Identify and study the Big Data Analysis by Decision Theory and Strategy. • User experience on Big Data and Business Intelligence Tools.
Evaluating	• Applying Decision Making Theory on Big Data.
Creating	• Case Studies: Knowledge about different applications used in industries. • Using Business Intelligence in AI. • Using Business Intelligence for Security
Syllabus	**Unit 1. Introduction:** Big Data History, The Big Data Business Opportunity- Business Transformation Imperative, Big Data Business Model, Business Impact of Big Data, **Big Data In Organization:** Data Analytics Lifecycle, **Data Scientist Roles and Responsibilities** – Discovery, Data Preparation, Model Planning, Model Building, Communicate Results, Operationalize, New Organizational Roles, Liberating Organizational Creativity.
	Unit 2. Decision Theory And Strategy: Business Intelligence Challenge, Big Data User Interface Ramifications, Human Challenge of Decision Making, **Strategy for Decision Making**- Big Data Strategy Document, Case Study. **Value Creation Process:** Understanding Big Data Value Creation, **Michael Porter's Value Creation Models:** Michael Porter's Value Chain Analysis, Case Study.
	Unit 3. Big Data User Experience: The Unintelligent User Experience, Understanding the Key Decisions to Build a Relevant User Experience, Using Big Data Analytics to Improve Customer Engagement, Uncovering and Leveraging Customer Insights, Big Data can Power a New Customer Experience, **Big Data Use Cases:** 1. Research Business Intiatives, 2. Acquire and Analyze your Data, 3. Brainstorm New Ideas, 4. Prioritize Big Data Use Cases, 5. Document Next Steps, The Prioritization Process.

	Unit 4. Introduction To Business Intelligence Applications: Introduction to Big Data, Business Intelligence Data Mining, and Data Warehousing, What are Business Intelligence Applications (BIA). Features of BIA. **Sales, Finance And Marketing:** Introduction to Sales, Finance and Marketing Concept, **Education And Learning:** Introduction to Education System, Learning Concept.
	Unit 5. Vertical AI Applications: Overview of AI, What is Vertical AI, Features of Vertical AI, Use of Business Intelligence in Vertical AI, Case Study.
	Unit 6. Security: Define Security, Security in Big Data, Problems with Security, Business Intelligence for Security, Case Study.
	Unit 7. Lifescience: Introduction to Life Science, Life Science Intelligence, Features of Life Science Intelligence, Use of Life Science Intelligence in Decision Making, Case Study.
Text Books	
Reference Books	1. Big Data- Understanding How Big Data Power Big Business –By Bill Schmarzo 2. Edureka lectures **Link:-**https://www.youtube.com/watch?v=A02SRdyoshM 3. Business Intelligence Strategy -By John Boyer, Bill Frank, Brain Green, Tracy Harris **Suggested MOOC :** Please refer these websites for MOOCS: NPTEL / Swayam www. edx.com, www.coursera.com

ELECTIVE GROUP (10): BIG DATA

Subject Name	**(10) B -Business Intelligence Tools with HADOOP**
No. of Credits	2 Credits
Pre Requisite	Preliminary knowledge of computer, Big Data Analysis and Business Intelligence.
Course Objectives	To introduce learner with Big Data Concept and HADOOP tool for Business Intelligence. Using different Advance Excel Functions (like Optimization) and implementing it on Big Data for decision making. By solving Case Studies the students will get real example of using BI Tools in industry. It will also introduce learner with decision making by doing analysis on the data using HADOOP Tool and also managing the Big Data using HADOOP.
Cognitive Abilities	**Course Outcome as per Blooms Taxonomy**
Remembering	• Remember the concepts of Business Intelligence Tools and HADOOP.
Understanding	• Understand the Excel Tools for Business Intelligence. • Understand working with Macros. • Understand HDSF, Mapping and Reducing in HADOOP Environment. • Understanding the Clusters and Nodes in HADOOP Environment.
Applying	• Knowledge of Decision making using analysis on the Big Data using Excel Tools. • Knowledge of Decision making using HADOOP analysis on the Big Data
Analyzing	• Applying the Excel Tools or Mapping and Reducing on Big Data. • Implementing Environment Setup of HADOOP.
Evaluating	• Applying HADOOP Environment for Analysis on Big Data.
Creating	• Case Studies: for Big Data Analysis using Excel tools or HADOOP • Using features of Macros.
Syllabus	**Unit 1. Introduction To Big Data and Business Intelligence:** Overview of - Data Mining, Data Warehousing, Big Data, How Business Intelligence is useful for Big Data, Big Data Problems. Introduction to BI, **Data Cleaning-**Editing a Workbook, Data Cleaning Using Text Functions, Using Validation To Keep Data Clean, **Working with Multidimensional Data-** Pivot Tables, Pivot Charts.
	Unit 2. Applications Of Business Intelligence and Excel Tools: CRM Domain, Banking Domain, Health Care Domain, Mobile Industry Domain, Creation of a New Product, Providing Personalized Services, **Optimization Modeling With Solver:** Introduction to MS-Excel and MS-Excel Formulas,Understanding Optimization Modeling, Setting Up a Solver Worksheet, Solving an Optimization Modeling Problem, Reviewing the Solver Reports, **Working With Solver:** Working With the Solver Options, Setting a Limit on Solver, Understanding the Solver Error Messages, Case Studies (Solver Problems).
	Unit 3. Advance Excel Tools: **Using Shared Work Books-** Sharing a workbook, Opening and editing a shared workbook, Tracking changes, Resolving conflict in a shared

	workbook, Multiple workbooks- Linking workbooks, Editing the Link, Consolidating the workbook.
	Unit 4. Working With Macros: Introduction to Macros? Where are Macros, Features of Macros, **Working with Macros-** Display the developer Tab, Changing Macro security Settings, Recording and running a Macro.
	Unit 5. Introduction To HADOOP: Hadoop Architecture, MapReduce, Hadoop Distributed File System, How Does Hadoop Work?,Advantages of Hadoop. **HDFS Overview:** Features of HDFS, HDFS Architecture, Starting HDFS, Listing Files in HDFS, Inserting Data into HDFS, Retrieving Data from HDFS, Shutting Down the HDFS.
	Unit 6. MAPREDUCE: What is MapReduce?, The Algorithm for MapReduce, Inputs and Outputs (Java a Perspective), Analyze different use-cases where MapReduce is used, Differentiate between traditional way and MapReduce way. **Introduction To Hadoop Features:** New Big Data Architecture, Introducing HADOOP Features – Apache Hive, Apache HBase, Pig.
	Unit 7. Multi Node Cluster: Multi Node Cluster, Install Java, Creating User Account, Mapping the Nodes, Installing Hadoop, Configuring Hadoop, Start Hadoop Services, Adding New Data Node in the Hadoop Cluster, Removing New Data Node from the Hadoop Cluster. **Environment Setup:** Pre-installation Setup, Installing Java Downloading Hadoop Hadoop Operation Modes Installing Hadoop in Standalone Mode Installing Hadoop in Pseudo Distributed Mode Verifying Hadoop Installation, Implement basic Hadoop commands on terminal.
Text Books	
Reference Books	Tutorials Point for advance Excel Tools. Excel 2010 Bible by John Walkenbach, John Wiley & Sons, 2010 Edition. *https://office.live.com/start/Excel.aspx* *https://www.talend.com/* www.tutorialspoint.com **Suggested MOOC :** Please refer these websites for MOOCS: NPTEL / Swayam www. edx.com, www.coursera.com

ELECTIVE GROUP (11): CYBER SECURITY

Title of the Course	**(11) A -Introduction to Information Security**
Number of Credits	2 Credits
Pre-Requisites	Information about computer hardware, system and application software, and networking
Course Outcomes as per Bloom's Taxonomy	
Remember	Concepts involved in information systems
Understand	Security concerns involving information systems
Apply	Understanding of concerns to improve information security
Analyze	Real-life scenarios with respect to information systems
Evaluate	Scenarios involving information systems and security concerns
Create	Information security awareness to address real-world scenarios
Syllabus (45 Hours)	**Unit-1: Information Security Concepts:** **63.** Confidentiality, Integrity and Availability of Information **64.** Identification, Authentication and Authorization **65.** Security Principles and Models
	Unit-2: Physical Security: **66.** Facility Requirement **67.** Perimeter Security **68.** Fire Protection **69.** Fire Suppression **70.** Power Protection **71.** General Environmental Protection **72.** Equipment Failure Protection
	Unit-3: Network Security: **73.** Secure Network design **74.** Firewalls **75.** WLAN Security **76.** VPNs **77.** Types and Sources of Network Threats
	Unit-4: Operating System Security: **78.** Windows **79.** Linux/UNIX
	Unit-5: Database Security: **80.** MS SQL
	Unit-6: Web Application Security: **81.** Web Application Vulnerabilities

	82. Secure Coding Techniques **83.** Continuous Security Testing and Assessments
	Unit-7: Compliance Standards: **84.** IT Act **85.** ISO 27001 **86.** ITIL Framework
Text Book	Shimonski R., *Certified Ethical Hacker - Study Guide*, Sybex
Reference Book	Lammle T., *CCNA - Routing and Switching - Complete Study Guide*, Sybex
Supplementary SWAYAM Course	Cyber Security (https://swayam.gov.in/nd2_cec20_cs15/preview)

Title of the Course	**(11) B - Information Security Threats and Mitigation Strategies**
Number of Credits	2 Credits
Pre-Requisites	Information about computer hardware, system and application software, and networking
Remember	Concepts involved information security domain
Understand	Security vulnerabilities and threats
Apply	Understanding of security threats to mitigate them
Analyze	Real-life scenarios with respect to information security
Evaluate	Scenarios involving information security threats
Create	Awareness about mitigation of information security threats in real-world scenarios
Course Outcomes as per Bloom's Taxonomy	
Syllabus (45 Hours)	**Unit-1: Introduction to Information Security Threats:** **87.** TCP/IP Fundamentals **88.** Operating System Fundamentals **89.** Web Application and Database Fundamentals **90.** Introduction to Ethical Hacking **91.** Advanced Persistent Threats
	Unit-2: Information Gathering: **92.** Footprinting **93.** Advanced Google Hacking **94.** Nmapping the network **95.** Fingerprinting
	Unit-3: Exploitation: **96.** Hacking Networks **97.** Hacking Servers **98.** Hacking Databases **99.** Password Cracking
	Unit-4: Advanced Exploitation: **100.** Hacking WLANs **101.** Evading IDS, Firewalls **102.** Web Application Hacking **103.** Advanced Web Hacking **104.** Hacking Web Browsers
	Unit-5: Social Engineering: **105.** Introduction to Social Engineering **106.** Common Types of Attacks **107.** Online Social Engineering
	Unit-6: Cryptography: **108.** Introduction to Cryptography

	109. Encryption and Decryption **110.** Cryptographic Algorithms **111.** Digital Signature **112.** Cryptography Tools **113.** Cryptography Attacks
	Unit-7: Malware Attacks: **114.** Viruses **115.** Worms **116.** Trojans
Text Book	Shimonski R., *Certified Ethical Hacker - Study Guide*, Sybex
Reference Book	Howard M., *Writing Secure Code*, Microsoft Press
Supplementary SWAYAM Course	Introduction to Cyber Security (https://swayam.gov.in/nd2_nou20_cs02/preview)

BHARATI VIDYAPEETH

[DEEMED TO BE UNIVERSITY]

'A' Grade University Status by Ministry of HRD, Govt. of India

Re-Accredited by NAAC with 'A+' Grade

SCHOOL OF ONLINE EDUCATION

FACULTY OF MANAGEMENT STUDIES

PROGRAMME PROJECT REPORT (PPR) OF BACHELOR OF BUSINESS ADMINISTRATION (BBA)

Choice Based Credit System (CBCS)

(w.e.f. 2019 - 20)

Bharati Vidyapeeth

[Deemed to be University], Pune

Faculty of Management Studies

Bachelor of Business Administration Programme (BBA)

Course Structure

(To be effective from 2019-20)

The BBA Programme……

The Bachelor of Business Administration Programme (BBA) is a full time three year programme offered by Bharati Vidyapeeth Deemed University (BVDU), Pune School of Online Education. The University is accredited by NAAC with an 'A' grade. The Bachelor of Business Administration (BBA) is designed to provide a strong practical understanding of the principles, theories, and tools necessary to succeed in businesses. The BBA programme focuses on imparting to students the ability to demonstrate leadership, understand human relationships, and problem-solving abilities essential for success in any business endeavour. While designing the BBA course, the above facts are considered and the requirements for higher studies and immediate employment are visualized. This effort is reflected in the Vision and Mission statements of the BBA programme. Of course, the statements also embody the spirit of the vision of Dr. Patangraoji Kadam, the Founder of Bharati Vidyapeeth and Chancellor, BharatiVidyapeeth (Deemed to be University) which is to usher in "Social Transformation Through Dynamic Education."

Vision

To prepare the students to cope with the rigor of Post Graduate Programmes in India and Abroad as well as to prepare them for managing Businesses globally and as Entrepreneurs who will also be sensitive to societal concerns.

Mission

To impart sound conceptual knowledge and skills in the field of Business Management studies that can be leveraged for enhancing career prospects and higher education in the said discipline.

Objectives

The Bachelor of Business Administration (BBA) degree programme has the following objectives…

- To provide students with an in-depth knowledge of Management and Business concepts
- To provide students with a firm foundation in both theoretical and practical concepts and applications to meet the various needs of business organisations at a global level
- To prepare students for the responsibilities and career opportunities with corporations and as entrepreneurs.

Learning Outcome

At the end of the Programme the student should be able to:

- Understand various concepts of Management Education.
- Inculcate Entrepreneurial skills.
- Work well in teams and understand coordination.
- Develop all-round personality of the student.
- Become capable of recognizing and resolving ethical issues.
- Acquire strong foundation for their higher studies.
- Cultivate thinking minds that are sensitive to societal needs and issues thus making them good human beings and responsible members of the society.

Duration :

The duration of the BBA degree programme shall be of three years divided into six Semesters. i.e. BBA Part – I (Sem-I & II), BBA Part – II (Sem-III & IV) and BBA Part – III (Sem V & VI). The medium of instruction and examination will be only English.

Eligibility Requirements

A candidate applying for BBA programme should have passed higher secondary or equivalent examination (10 + 2) of any recognized Board.

Grading System for Programmes under Faculty of Management Studies:

1. **Grade Points**: The Faculty of Management Studies, Bharati Vidyapeeth (Deemed to be University) has suggested the use of a 10-point grading system for all programmes designed by its various Board of Studies. A grading system is a 10-point system if the maximum grade point is 10. The system is given in Table I below.

Table I: The 10-point Grading System Adapted for Programmes under FMS

Range of Percent Marks	[80, 100]	[70, 79]	[60, 69]	[55, 59]	[50, 54]	[40, 49]	[00, 39]
Grade Point	10.0	9.0	8.0	7.0	6.0	5.0	0.0
Grade	**O**	**A+**	**A**	**B+**	**B**	**C**	**D**

Formula to calculate GP is as under:
Set x = Max/10 where Max is the maximum marks assigned for the examination (i.e. 100)

Formula to calculate the individual evaluation

Range of Marks	Formula for the Grade Point
$8x \leq$ Marks$\leq 10x$	10
$5.5x \leq$ Marks$\leq 8x$	Truncate (M/x) +2
$4x \leq$ Marks$\leq 5.5x$	Truncate (M/x) +1

2.Scheme of Examination: Courses having Internal Assessment (IA) and University Examinations (UE) shall be evaluated by the respective institutes and the University at the term end for **30(Thirty)** and **70(Seventy)** Marks respectively. The total marks of IA and UE shall be 100 Marks and it will be converted to grade points and grades.

CCA (Comprehensive Continuous Assessment) – Internal Assessment (IA) of courses will be evaluated in various ways such as
Assignments
Tests
Cases
Activity
Mini Projects etc.

3. Standard of Passing:

For all courses, both UE and IA constitute separate heads of passing (HoP). In order to pass in such courses and to earn the assigned credits, the learner must obtain a minimum grade point of 5.0 (70% marks) at UE and also a minimum grade point of 5.0 (30% marks) at IA.

If learner fails in IA, the learner passes in the course provided, he/she obtains a minimum 25% marks in IA and GPA for the course is at least 6.0 (50% in aggregate). The GPA for a course will be calculated only if the learner passes at UE.

A student who fails at UE in a course has to reappear only at UE as backlog candidate and clear the Head of Passing. Similarly, a student who fails in a course at IA he has to reappear only at IA as backlog candidate and clear the Head of Passing. to secure the GPA required for passing.

The 10 point Grades and Grade Points according to the following table

Range of Marks (%)	Grade	Grade Point
80≤Marks≤100	O	10
70≤Marks≤80	A+	9
60≤Marks≤70	A	8
55≤Marks≤60	B+	7
50≤Marks≤55	B	6
40≤Marks≤50	C	5
Marks < 40	D	0

The performance at UE and IA will be combined to obtain GPA (Grade Point Average) for the course. The weights for performance at UE and IA shall be 70% and 30% respectively.

GPA is calculated by adding the UE marks out of 70 and IA marks out of 30.The total marks out of 100 are converted to grade point, which will be the GPA.

Formula to calculate Grade Points (GP)

Suppose that "Max" is the maximum marks assigned for an examination or evaluation, based on which GP will be computed. In order to determine the GP, Set x = Max/10 (since we have adopted 10 point system). Then GP is calculated by the following formulas

Range of Marks	Formula for the Grade Point
8x ≤ Marks≤10x	10
5.5x ≤ Marks≤8x	Truncate (M/x) +2
4x ≤ Marks≤5.5x	Truncate (M/x) +1

Two kinds of performance indicators, namely the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a learner in all the courses in a particular semester, while the CGPA measures the cumulative performance in all the courses since his/her enrollment. The CGPA of learner when he /she completes the programme is the final result of the learner.

The SGPA is calculated by the formula

$$SGPA = \frac{\sum Ck * GPk}{\sum Ck}$$

where, Ck is the Credit value assigned to a course and GPk is the GPA obtained by the learner in the course. In the above, the sum is taken over all the courses that the learner has undertaken for the study during the Semester, including those in which he/she might have failed or those for which he/she remained absent. **The SGPA shall be calculated up to two decimal place accuracy.**

The CGPA is calculated by the following formula

$$CGPA = \frac{\Sigma C_k * GP_k}{\Sigma C_k}$$

where, Ck is the Credit value assigned to a course and GPk is the GPA obtained by the learner in the course. In the above, the sum is taken over all the courses that the learner has undertaken for the study from the time of his/her enrollment and also during the semester for which CGPA is calculated.

The CGPA shall be calculated up to two decimal place accuracy.

The formula to compute equivalent percentage marks for specified CGPA:

% marks (CGPA)	10 * CGPA-10	If 5.00 ≤ CGPA ≤ 6.00
	5 * CGPA+20	If 6.00 ≤ CGPA ≤ 8.00
	10 * CGPA-20	If 8.00 ≤ CGPA ≤ 9.00
	20 * CGPA-110	If 9.00 ≤ CGPA ≤ 9.50
	40 * CGPA-300	If 9.50 ≤ CGPA ≤ 10.00

Award of Honours:

A student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honours are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
9.5≤CGPA ≤10	O	Outstanding	80≤Marks≤100
9.0≤CGPA ≤9.49	A+	Excellent	70≤Marks≤80
8.0≤CGPA ≤8.99	A	Very Good	60≤Marks≤70
7.0≤CGPA ≤7.99	B+	Good	55≤Marks≤60
6.0≤CGPA ≤6.99	B	Average	50≤Marks≤55
5.0≤CGPA ≤5.99	C	Satisfactory	40≤Marks≤50
CGPA below 5.0	F	Fail	Marks below 40

c) **ATKT Rules:**

1. A student is allowed to carry any number of backlog subjects' upto Semester IV.
2. A student must pass Semester I and Semester II to appear for Semester V.

4. FEE STRUCTURE

Sr. No.	Particular	I Year
		For all centres
1	Admission Fee	1000/-
2	Tuition Fee	75000/- (combined for 3 years)
3	Examination Fee	22908/- (combined for 6 semesters)
4	Other charges	1300/- (combined for 6 semesters)
Total		**21270/-**

5. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

Sr. No.	Programmes	Total Programme Fees	Admission Fee	Tuition Fee	Study Material Development Cost	Contact Lectures Cost	Other Administrative / Educational Expenses
1	B.B.A.	99208/-	1000/-	75000/-	20,00,000/-	2,00,000/-	20,00,000/-

* * *

STRUCTURE

Semester I

Code	Course Title	Credits	UE	IA	Total Marks	Examination Pattern
101	Business English - Communication.	2	70	30	100	UE&IA
102	Business Organization & Systems	4	70	30	100	UE&IA
103	Micro Economics	4	70	30	100	UE&IA
104	Business Accounting.	4	70	30	100	UE&IA
105	Foundations of Mathematics and Statistics	4	70	30	100	UE&IA
106	Community Work-I Career & Life Skills Waste management	2	-	-	50	IA
	Total Credits	20			550	

Semester II

Code	Course Title	Credit	UE	IA	Total Marks	Examination Pattern
201	Business Statistics	4	70	30	100	UE&IA
202	Principles of Management	4	70	30	100	UE&IA
203	Macro Economics	4	70	30	100	UE&IA
204	Management Accounting	4	70	30	100	UE&IA
205	Environmental Science	2	70	30	100	UE&IA
206	Community Work – II Sectoral Analysis Smart Cities	2	-	-	50	IA
	Total Credits	**20**			**550**	

Semester III						
Code	**Course Title**	**Credit**	**UE**	**IA**	**Total Marks**	**Examination Pattern**
301	Entrepreneurship Development	4	70	30	100	UE & IA
302	Organizational Behavior.	4	70	30	100	UE & IA
303	Principles of Marketing.	4	70	30	100	UE & IA
304	Introduction to Financial Management	4	70	30	100	UE & IA
305	Computer Applications for Business	2	70	30	100	UE & IA
306	Introduction to Business Analytics	4	70	30	100	UE&IA
307	Community Work - III Start-up Management Agro Tourism	2	-	-	50	IA
	Total Credits	**24**			**650**	

Semester IV

Code	Course Title	Credit	UE	IA	Total Marks	Examination Pattern
301	Business Laws	4	70	30	100	UE&IA
302	Human Resource Management	4	70	30	100	UE&IA
303	International Business	4	70	30	100	UE&IA
304	Business Research	4	70	30	100	UE&IA
305	Business Ethics	2	70	30	100	UE&IA
306	Societal Concerns and NGO Operations	2	70	30	100	UE&IA
307	Community Work -IV Basics of Taxation Meditation & Yoga - I	2	-	-	50	IA
	Total Credits	**22**			**550**	

Semester V

Code	Course Title	Credit	UE	IA	Total Marks	Examination Pattern
501	Introduction to Operations Research	4	70	30	100	UE&IA
502	Services Management	4	70	30	100	UE&IA
503	Consumer Behaviour	4	70	30	100	UE&IA
504	Elements of Financial Services	4	70	30	100	UE&IA
505	Project Work	4	70	30	100	UE&IA
506	Social Media Management Road Safety &Management Event Management	2	-	-	50	IA
	Total Credits	**22**			**550**	

Semester VI						
Code	**Course Title**	**Credit**	UE	IA	Total Marks	Examination Pattern
601	Introduction to Strategic Management	4	70	30	100	UE&IA
602	Performance and Compensation Management	4	70	30	100	UE&IA
603	Enterprise Resource Planning (ERP)	4	70	30	100	UE&IA
604	Enhancing Personal & Professional Skills	4	70	30	100	UE&IA
605	Disaster Management	2	70	30	100	UE&IA
606	Business Ethics Basics of Hospitality Meditation & Yoga - II	2	-	-	50	IA
	Total Credits	**20**			**550**	

UE – University Evaluation

IA – Internal Assessment

Note: All Generic Elective – Open Elective / Interdisciplinary Courses (Credit 2) will be provided as Massive Open Online Courses (*MOOCs*)

Course Code 101

BA- Sem - I (CBCS 2019)

Business English - Communication

Credits: 2 **UE + IA: 70:30**

Course Type: AECC

Course Objectives:

- To acquaint students in managerial communication from every perspective that is globally demanding.
- To acquaint students with the required skills for effective communication in business organizations
- To enable students to develop confidence and expertise in composing effective communication skills essential in Business Situations

Learning Outcomes:

After studying this subject, the student should be able to:

- Understand how to converse in business situations
- Write effective e-mails, Letters
- Write formal and informal Reports

Unit 1:

Meaning and Introduction, Importance and Nature of Communication. Process and Objectives of Communication. Channels of Communication, Barriers to Communication, Overcoming barriers, Seven C' s of effective communication

Unit 2: Verbal Communication

Verbal Communication (oral) – Meaning, Advantages, Disadvantages, Essentials of effective oral communication, Types. Speaking Skills – Meaning and importance

– Guidelines for preparing a Speech – Strategies for good conversation Exercises on Verbal communication.

Unit 3: Non – Verbal Communication

Meaning , Importance, Uses of non verbal communication, Body Language, Gestures, Postures, Para Language, non verbal aspects of written communication.

Unit 4: Listening, Reading Skills, Presentation Skills

Listening Skills – Meaning and importance – Types – Listening Barriers – Overcoming barriers to improve Listening skills. Exercises on Listening Skills, Reading Skills – Meaning and importance – Steps for better reading. Exercises to improve Reading Skills ,

Introduction and importance, Planning the Presentation. Presentation Structure. Organizing the Presentation. Qualities of a skillful Presenter. Use of Visual aids in Presentation.

Unit 5: Written Communication

Writing Skills – Meaning and importance of written communication in business, Business Letters : Tactful use of language – Structure of a Business letter - Business letter formats – Types of letters: Letters of inquiry and Reply, Letters placing orders and reply, Letter of Complaint, Claims and Adjustments, Sales letters, Job application letters.

Reference Books :

Urmila Rai and S. M Rai , Effective Communication (Himalaya Publishing House)
Shirley Taylor, Communication for Business, Pearson Education, New Delhi
Raymond Lesikar, Marie E Flatley, Basic Business Communication –(Tata McGraw – Hill)

Online Resources:

http://www.notesdesk.com/notes/business-communications/business-communication-

and-its-types/

MOOCs:

https://swayam.gov.in/

https://alison.com/:

https://eDx.com/:

https://www.edx.org/course/business-communications-ubcx-bus2x

https://Coursera.com/:

https://www.coursera.org/courses?languages=en&query=business%20communication

Course Code 102

BBA- Sem - I (CBCS 2019)

Business Organization & Systems

Credits : 4 **UE + IA: 70:30**

Course Type : Core

Course Objectives:

- To acquaint students with fundamentals of business organization and management systems as a body of knowledge.
- To impart to the students an understanding of business concepts with a view to prepare them to face challenge of managing business in the new era.

Learning Outcomes:

On successful completion of this syllabi the students will

- Understand the basic concepts in commerce, trade and industry. He will be exposed to modern business world.
- Understand modern business practices, forms, procedures and functioning of various business organizations.

Unit 1: Introduction to Business

Concept of business – meaning, definition, nature and scope, characteristics of business. Business as an economic activity. Objectives of business. Structure of business. Requisites for success in modern business. Meaning, scope and evolution of commerce & industry, Industrial Revolution, beginning and growth of Indian business, industrialisation in India. Globalization & challenges for Indian Business in the modern era.

Unit 2: Forms of Business Ownership

Introduction to various forms – factors affecting choices of an deal form of ownership, features merits and demerits of sole proprietorship – joint Hindu family business – partnership – joint stock company

– co-operative organisation, public enterprises.

Unit 3: Formation of a Company

Stages in formation and incorporation of a company (e promotion – incorporation and registration – capital subscription – commencement of business. - documents of a company i.e. Memorandum of association – articles of association – prospectus.

Unit 4: Establishment of Business Enterprise

Various factors to be considered while starting a new business enterprise i.e. Identification of business opportunity – market assessment – suppliers – technology – location – human resource – finance etc. Small and medium enterprises – meaning characteristics and objectives. Role of support organisation such as trade associations and chambers of commerce.

Unit 5: Organization of Trade

Channels of distribution – meaning, functions and types. Internal trade – wholesale and retail External trade – import and export. Role and importance of support services to business such as transport insurance etc. Business combinations – mergers and acquisitions. Franchising. Business process outsourcing. Multinationals – concept and role of MNCs. Stock Exchange and Produce Exchange: Definition and Meaning, Importance, Functions, Listing, Dealers.

Reference Books :

S.A. Sherlekar ,Modern Business Organization And Management – (Himalaya Publishing House)

2) Y.K. Bhushan ,Fundamental Of Business Organization & Management – (S Chand Publishers)

1. Basu, C. R.; *Business Organization And Management,* Tata Mcgraw Hill, Publishing House, New Delhi, 1998
2. B S Moshal, J P Mahajan, j s gujral, business organization and management –. Galgotia publishing co, new Delhi

5. Redmond James, Robert Trager , media organization and management –, Biztantra, New Delhi
6. Business Environment Text and Cases By F. Cherunilam (Himalaya Publication House)

Online Resources:

1) https://www.leanmethods.com/

2) https://sol.du.ac.in/library/

3) https://www.wto.org/

MOOCs:

1) Designing the Organization: From Strategy to Organizational Structure (Coursera)

2) Understanding Modern Business & Organisations (FutureLearn)

3) Managing the Organization: From Organizational Design to Execution (Coursera)

Course Code 103

BBA- Sem - I (CBCS 2019)

Micro Economics

Credits : 4 **UE + IA: 70:30**

Course Type : Core

Course Objectives:

To expose students to basic micro economic concepts.

To apply economic analysis in the formulation of business policies.

Learning Outcomes:

Students will be able to use economic reasoning to problems of business.

Unit 1: **Introduction to Micro Economics**

Business economics –meaning nature and scope; Micro and macro; Basic economic problems; Market forces in solving problems; Circular flow of income and expenditure; Tools for analysis (Functional relationships, Schedules, Graphs, Equations)

Unit 2: Demand Analysis and Utility Concept

Concept of demand; Law of demand ; Factors affecting demand ;Exceptions to law of demand; Market demand ;Changes in demand ;Elasticity of demand (Price ,Income ,Cross) Concept of Utility, Cardinal & Ordinal Utility, Law Of Diminishing Marginal Utility

Unit 3: Supply and Cost & Revenue concepts

Concept of supply, Factors affecting supply, Law of supply, Exceptions of law of supply Types of cost, Fixed and variable, Accounting and economic, Total cost, marginal cost, average cost, implicit & explicit cost, real and money cost, Short run and long run, Average revenue, total and marginal revenue. Opportunity cost, Money cost, , Law of returns to scale, Economies and diseconomies of scale, Law of Variable proportions

Unit 4: Market Analysis

Features of markets, Pure, Perfect, Monopoly, Duopoly, Oligopoly, Monopolistic competition Equilibrium of firm and industry under perfect competition, Price determination under monopoly, Price and output determination under monopolistic competition

Unit 5: Theories of Distribution

Marginal productivity theory of distribution, Rent –modern theory of rent, Role of trade union and collective bargaining in wage determination, Interest –liquidity theory of interest Profits- Dynamic, Innovation, Risk and uncertainty bearing theories of profits

Reference Books :

Microeconomics theory and Application-D N DWIVEDI-Vikas.

2 Seth –micro economics

2. Mithani –managerial economics

3. M .jhingan

4. Ahuja.microeconomic analysis

MOOCs:

https://swayam.gov.in/ :Accounting for Managerial Decisions

https://alison.com/: Fundamentals of Financial Accounting

Course Code 104
BBA- Sem - I (CBCS 2019)

Business Accounting

Credits: 4 **UE + IA: 70:30**

Program Education Objective:

- To prepare the students to cope with the rigor of Post Graduate Programmes in India and Abroad as well as to prepare them for managing Businesses globally and as Entrepreneurs who will also be sensitive to societal concerns.

Program Objectives:

- To impart sound conceptual knowledge and skills in the field of Business Management studies that can be leveraged for enhancing career prospects and higher education in the said discipline.
- To provide students with an in depth knowledge of Management and Business concepts
- To provide students with a firm foundation in both theoretical and practical concepts and Applications to meet the various needs of business organizations at a global level
- To prepare students for the responsibilities and career opportunities with corporations and as entrepreneur.

Course Objectives:

5. To impart basic accounting knowledge
6. To know the accounting process from entering business transactions to Journal to preparation of Final Accounts.

Learning Outcomes:

After the completion of the course, the students will understand:

- Importance and utility of Financial Accounting
- Accounting process from entering the business transactions to journal to preparation of Final Accounts of a sole proprietor.

Unit 1: Introduction to Financial Accounting, Accounting Principles and Accounting Standards:

Definition and Scope of Financial Accounting, Objectives of Financial Accounting, Book Keeping v/s. Accounting, Basic Terms used in Accounting, Users of Financial Statements, Limitations of Financial Accounting

Accounting Concepts, Accounting Conventions, Meaning of Accounting Standards, Significance of Accounting Standards.

Unit 2: Journal & Subsidiary Books:

Accounting Process, Types of Accounts, Rules of Accounts, Preparation of Journal, Simple and Combined Journals entries.

Subsidiary Books: Purchase Book, Sales Book, Purchase Return Book, Sales Return Book, Cash Book

Unit 3: Ledger Posting and Trial Balance:

Meaning and Utility of Ledger, Format of Ledger Account, Procedure of posting Journal entries to Ledger Accounts, Balancing of Ledger Account, Preparation of Trial Balance

Unit 4: Depreciation:

Meaning of Depreciation, Causes of Depreciation, Methods of charging depreciation: Written Down Value & Straight Line Method, Accounting treatment of Depreciation

Unit 5: Meaning and Preparation of Final Accounts:

Preparation of Trading and Profit & Loss Account and Balance Sheet of sole proprietary business.

Reference Books :

3. Anil Chowdhry Fundamentals of Accounting & Financial Analysis (PearsonEducation)
4. Jane Reimers Financial Accounting (Pearson Education)
5. Rajesh Agarwal & R Srinivasan, Accounting Made Easy (Tata McGraw –Hill)
4.Dr. S. N. Maheshwari, Financial Accounting For Management: (Vikas Publishing House)

7. Robert Anthony, David Hawkins , Business Accounting. (Tata McGraw –Hill)
8. Ashok Sehgal, Fundamentals of Financial Accounting, (Taxmann)
9. Dr. S. N. Maheshwari, Sharad K. Maheshwari, Financial Accounting for BBA

Online Resources:

www.moneycontrol.com

www.rbi.org.in

www.icai.org

MOOCs:

https://swayam.gov.in/:Accounting for Managerial Decisions

https://alison.com/:Fundamentalsof Financial Accounting

Course Code 105

BBA- Sem - I (CBCS 2019)

Foundation of Mathematics & Statistics

Credits : 4 **UE + IA: 70:30**

Course Type :

Core **Course**

Objectives:

- To develop knowledge of key theories, concepts in Mathematics.
- To enhance ability to problem solving
- To build ability to apply mathematical and statistical concept for business applications

Learning Outcomes:

- Students will be able to solve problems in Mathematics using appropriate concepts
- Students will be able to effectively apply the statistical tools for business applications

Unit 1:

Profit and Loss, Discount, Commission, Brokerage, Rates and Taxes, Insurance, Partnership, Bill of Exchange, Stock and Shares, Payroll

Unit 2:

Simple interest and Compound interest and Annuity**:**

Simple interest, Compound Interest,, Interest Compounded Continuously, Compound Amount at changing rate, Introduction of Annuity, Amount and Present Value of Immediate or Ordinary Annuity, Annuity Due,

Unit 3:

Matrices and Determinants &Simultaneous Linear equations**:**

Definition of a Matrix, Matrix operations, Determinants, Properties of determinants. Applications in Business Problem, Solution of Simultaneous equations Linear Equation in two unknowns. Permutations and Combinations

Unit 4:

Introduction to Business Statistics

Definition, descriptive and inferential statistics in business, scope of statistics, Population and sample, data, types of data, sources of data, methods of data collection.

Unit 5:

Data presentations and graphical displays

Frequency, cumulative frequency distribution, Frequency distributions, importance of Diagrammatic and Graphic Representation of data, frequency polygons and frequency curves, histograms, Ogive Curves.

Reference Books :

1. Schaum Series , Basic Business Mathematics
2. Padmalochan Hazarika , A class textbook of Business Mathematics.
3. M. G. Dhaygude , Commercial Arithmetic and Statistics .
4. Busines Statistics,S.C.Gupta
5. Eugene Don, Joel lerner , Basic Business Mathematics , Tata McGraw Hill Publication.
6. Dr.Padmalochan Hazarika, A textbook of Business Mathematics

Online Resources:

https://en.wikipedia.org/wiki/Business_mathematics

https://www.universiteitleiden.nl/.../mathematics/mathematics-and-science-based-business Mathematics

https://www.tru.ca/distance/courses/math1091.html

MOOCs:

www:/Alison

www/SWAYAM
www/NPTEL

Generic Elective / Interdisciplinary

Course Code 106

BBA- Sem - I (CBCS 2019)

Community Work

Credits : 2 **CCA : 50 marks**

Course Type : Generic Elective / Interdisciplinary

Course Objectives:

This course aims to expose the students to social issues and help them Participate in community service through trips/events organized at institute, state level etc and also to Volunteer at events like fundraising activities, fairs, festivals, slums, non profit organization etc

To expose the students towards social reality and role of community development for social upliftment and well being

To involve students in community work through active involvement and participation

Learning Outcomes:

Students will be able to know the community needs and understand their role ito contribute meaningfully towards community development

Unit 1:

History, meaning, Goals, values, functions, role and process of community work. Professional and voluntary community work. Attitudes, roles and skills of a community worker

Unit 2:

Social concerns in India: poverty, unemployment, population, problems faced by women – dowry, domestic violence, etc. Social problems - terrorism, corruption, caste conflict, drug abuse, AIDS, ETC.

UNIT 3:

Types of community work. Caring for needy, helping the poor, fundraising drives- organizing

COMMUNITY HOURS:

Participate in community service trips/events organized at institute, state level etc , Volunteer at events like fundraising activities, fairs, festivals, slums, non profit organization etc , Submit a report on a particular type of community involvement undertaken

Course Code 106

BBA- Sem - I (CBCS 2019)

Career & Life Skills

Credits : 2 CCA : 50 marks

Course Type : **Generic Elective /**

Interdisciplinary Course Objectives:

7. To help students make well-informed, thoughtful decisions regarding your future as adults.
8. To develop behaviours and attitudes that help students contribute to the community in a positive manner.
9. Give you skills and knowledge to contribute to the well-being and respect of the self and others

Learning Outcomes:

Students will be able to understand self potential and ways to enhance capabilities.

Unit 1: Introduction to Life Management

Life management-definition, scope and application, concept of emotions, self belief, setting realistic goals, understanding system

Unit 2: Developing Emotional Potential and Physical Potential

Improving thinking skills, improving study skills, planning education

Eating habits, healthy foods, staying healthy, changing habits-the self change model **Developing Your Intellectual Potent**

Effective communication, effective listening, effective speaking ,getting along with others, functioning in groups, how to delegate.

Definition-stress, handling change and stress, managing time, managing money, formulation of career plan, bring it all together

Unit 3: Career and Life Choices

Managing personal, lifelong career development.

Resource Choices… Making responsible decisions in the use of finances andother resources that reflect personal values and goals as well as a commitment to self and others.

Personal Choices… Understand the emotional/psychological, intellectual,social, spiritual, and physical dimensions of health and how these dimensions of health work together to contribute to personal well-being.

Reference Books :

LifeChoices Series: - LifeChoices: Careers, Healthy & Well, Relationships, Venturing Out

Online Resources:

the life-changing magic of tidying up: the japanese art of decluttering and organizing - marie kondo

how to organize (just about) everything: more than 500 step-by-step instructions for everything from organizing your closets to planning a wedding to creating a flawless filing system – peter walsh

- Mindset: the new psychology of success -carol s. Dweck

Course Code 106

BBA- Sem - I (CBCS 2019)

Waste Management

Credits : 2 CCA : 50 marks

Course Type : **Generic Elective /**

Interdisciplinary Course Objectives:

to expose students to the issue of waste and waste management tools and techniques applicable for waste disposal and management.

Learning Outcomes:

After completion of the course students

will be able to understand solid waste sources, health and environmental issues related to solid waste management.

will get knowledge about Sources, handling and control of Biomedical, Chemical, Nuclear and e-wastes.

will be able to understand the issues regarding waste disposal and management and will become aware of Environment and health impacts due to solid wastemismanagement

Unit – I Solid Waste Management-
Introduction to waste Management

Introduction, Meaning, Solid waste including municipal, hospital and industrial solid waste; health and environmental issues related to solid waste management. Provisions in Indian Penal Code for Environmental protection.

Unit – II **Biomedical, Chemical, Nuclear and e-wastes**

Biomedical wastes – Types – Management and handling – control of biomedical wastes, Chemical wastes – Sources –Environmental effects – Need for control – Health and environmental effects. Nuclear waste – Management of nuclear wastes, e-waste- sources and management.

Unit – III

Waste reduction at source –Treatment and disposal techniques for solid wastes– composting, vermin-composting, autoclaving, microwaving, incineration, non-incineration, Thermal techniques, use of refuse derived fuels, land-filling.
ReduceReuse and Recycling Techniques: Need for the concept-Various Types -Handmade Paper production –Reuse of materials-Recycle of material

Books Recommended:

1) A. D. Bhide and B.B. Sundaresan, "Solid Waste Management – Collection, Processing and disposal" Mudrashilpa Offset Printers, Nagpur, 2001.
2) Biomedical waste (Management and Handling) Rules, 1998.

3) George Tchobanoglous, Hilary Theisen, Rolf Eliassen; Solid Wastes: Engineering Principles and Management Issues; McGraw-Hill.

4) Manual on Municipal Solid Waste Management, New Delhi, Controller of Publications.

5) Freeman H.M. (1988) Standard Handbook of Hazardous Waste Treatment and Disposal, New York, McGraw-Hill.

6) Constitutional Law of India – J.N. Pandey 1997 (31st Edn.) Central Law Agency Allahabad.

7) Diganta Bhusan Das , Diganta Bhusan Das; Solid Waste Management: Principles and Practice

8) George Techobanoglous et al,"Integrated Solid Waste Management" McGraw - Hill, 1993.

9) A Study of Waste Management Systems in Pune Municiple Corporation, Rajendra Jagtap, Ph.D Thesis, Bharati Vidyapeeth University, Pune

List of Software/Learning Websites:

i. http://www.moef.nic.in/legis/hsm/mswmhr.html
ii. en.wikipedia.org/wiki/waste management
iii. http://www.cyen.org/innovaeditor/assets/Solid%20waste%20management.pdf

iv. http://www.ilo.org/oshenc/part-vii/environmental-pollution-control/item/514-solid-waste-management-and-recycling

v. www.houstontx.gov/solidwaste
vi. www.epa.gov/tribalmsw/

vii. www.unc.edu/courses/2009spring/.../SolidWasteIndiaReview2008.pdf
viii.http://www.digitalbookindex.org/_search/search010environmenwasterefusea.a sp (e-books)

Course Code 201

BBA- Sem - II (CBCS 2019)

Business Statistics

Credits : 4 **UE + IA: 70:30**

Course Type : Core

Course Objectives:

- To familiarize the students with the basic statistical tools and their application in business decision-making.
- To develop the quantitative skills of the students so as to make them skilled at understanding data, comparing two or more data sets and predicting business data etc.
- To make the learner familiar with the processes needed to develop, report, and analyze business data.

Learning Outcomes:

Students will be able to solve problems in Statistics using appropriate concepts

Students will be able to effectively apply the statistical tools for business applications

Unit 1: Descriptive statistics – Measures of Central Tendency and Dispersion Arithmetic mean, median, Mode, G.M. Quartiles deciles, percentiles

Absolute and relative measures of dispersion, Range, quartile deviation, mean deviation, standard deviation, variance.

Unit 2: Correlation Analysis

Meaning of correlation, types of correlation, Methods of studying correlation, scatter diagram, Karl Pearson's coefficient, Rank Correlation

Unit 3: Regression Analysis

Meaning and applications, Lines of regression, regression coefficients, Business applications Distinction between Correlation and regression

Unit 4: Probability

Basic Concepts in probability, definition of probability, random experiment, sample space, independent events, mutually exclusive events, conditional probability, Expected Value and Variance – E(X) and V(X), Bayes' Theorem

Unit 5: Association of Attributes

Introduction, Meaning and importance, Yule's Coefficient of association and interpretation

Teaching Methodology

Lectures, tutorial and Field Work.

Field work on collection of data through surveys and presentation of data using EXCEL to be carried out by students under the guidance of faculty.

Reference Books :

10. Dr. P Hazarika, Business Statistics, S. Chand & Co.
11. Bharadwaj, Business Statistics.
12. S.C. Gupta., Fundamentals of statistics
13. J. V. Tatke , Business Statistics
14. David L Eldredge., Business Statistics. South Western Thomson. USA
15. Amir D Aczel , Business Statistics. (Tata McGraw –Hill)

Online Resources:

https://www.edx.org/course/subject/data-analysis-statistics
https://www.class-central.com › Subjects › Mathematics

Moocs:

https://swayam.gov.in/ :
https://alison.com/
Statistics for International Business (Coursera)
Inferential Statistics (Coursera)
Basic Statistics (Coursera)
Statistical Reasoning for Public Health 1: Estimation, Inference, & Interpretation (Coursera) Statistics in Education for Mere Mortals (Canvas.net)https://alison.com/courses/math?locale=en&page=1&type\

Course Code 202

BBA- Sem -II (CBCS 2019)

Principles of Management

Credits : 4 **UE + IA: 70:30**

Course Type : Core

Course Objectives:

Students will be given the opportunity to learn

- Basic concepts of management and to enable them to gain appreciation for emerging ideas, techniques, procedures and practices in the field of management.
- The role of leadership and management within an organization; appreciate different leadership styles and which one is suitable to a particular managerial context.

Learning Outcomes:

- Integrate management principles into management practices.
- Assess managerial practices and choices relative to ethical principles and standards.
- Specify how the managerial tasks of planning, organizing, and controlling can be executed in a variety of circumstances.
- Determine the most effective action to take in specific situations

Unit 1: Introduction of Management

Introduction to Management- Definitions & Characteristics of Management-Scope of Management--Functions of Management. Skills for a Manager. The Evolution of Management Thoughts- Scientific Management, General Principles of Management.

Unit 2: Planning

Overview of Planning: Introduction to Planning & it's Importance; Planning Process; Types of Planning, Decision making Process - Types and Techniques.

Unit 3: Organizing

Introduction & Definition- Concept of Organization-Principles of Organization-Creating an Organization Structure-Informal Organization- Departmentalization, line and staff relationship.

Unit 4: Leading

Defining leadership, ingredients of leadership, Trait approach to leadership, Behavioral approach to leadership, and different styles of leadership.

Unit 5: Controlling

Controlling- Basic Concept, Relationship between Planning & Controlling. The Basic Control Process, Requirement for Effective Control, Control Techniques, Use of IT for Controlling.

Reference Books :

16. Stephen P Robbins, David A Decanzo, Fundamentals of Management, Pearson Education.
17. Richard L Daft, The New Era of Management, Thomson.
18. Prasad L.M, Prinicipals & Practices of Management, Sultan Chand & Sons.
19. Philip Sadler, Leadership, Kogan Page.

Online Resources:

Journals:

HBR
Indian Management
Human Capital

MOOCs:

6. Strategic Management (Open2Study)
7. Introduction to Operations Management (Coursera)
8. Critical Perspectives on Management (Coursera)

Course Code 203

BBA- Sem -II (CBCS 2019)

Macro Economics

Credits : 4 **UE + IA: 70:30**

Course Type : Core

Course Objectives:

To study the behavior and working of the economy as a whole.
To study relationships among aggregates.
To apply economic reasoning to problems of business and public policy.
To enhance knowledge regarding current affairs of the economy as a whole.

The course is designed to study the impact of monetary and fiscal policy on the aggregate behavior of individuals.

Learning Outcomes:

The learner will get acquainted with the principles of Macroeconomics, determination of and linkages between major economic variables ; level of output and prices, inflation, interest rates and exchange rates.

Unit 1: Basic Issues and features of Indian Economy

Macroeconomics- definition & nature, Scope , Importance, Limitations, Paradoxes,Macro economic variables. Concept and Measures of Development and Underdevelopment; Human Development**;** Composition of national income and occupational structure,Measurement of macroeconomic variables: National income accounting, Circular flow of income (four sector model), Methods to calculate national income, Stock and flow concept, Gross domestic product(GDP), Gross national product(GNP), Net domestic product(NDP), Net national product(NNP), Personal and Personal disposable income; Classical theory of income and employment:

Unit 2: Policy Regimes

The evolution of planning and import substituting industrialization.
Economic Reforms since 1991.
Monetary and Fiscal policies with their implications on economy

Unit 3:

Theory of Income & Employment, Says law of market, Keynes theory of Income & Employment: simple Keynesian model, components of aggregate demand, equilibrium income, changes in equilibrium, multiplier(investment, Government expenditure, lump sum tax, foreign trade), effect of fiscal and monetary policy, Classical aggregate demand curve, Classical theory of interest rate, effect of fiscal and monetary policy.

Unit 4: Money :

Functions of money, quantity theory of money, determination of money supply and demand, Quantity Theory of Money

Business cycle & Inflation & Deflation:

Business cycle-nature, Features/Characteristics- Prosperity/Boom – Recession, Depression, Revival/Recovery

Inflation: Meaning , demand and supply side factors, causes & control,
Deflation: Meaning , causes & control, Phillips curve, Stagflation, Inflationary gap

Unit 5: :
Macro economic policy: Monetary policy, Fiscal policy

Economic scenario analysis, Out of inflation & deflation , which is worst and why?

What is the current CRR & SLR ratio? Are this ratios appropriate for current condition of the country

Which trade cycle is prevailing in India at present

Which monetary & fiscal policy do you suggest for current condition of India?

Reference Books :

- AHUJA H L - MACRO ECONOMY
- BUSINESS ECONOMICS (MACRO) BY GIRIJA SHANKAR & KIRAN JOTWANI
- M L SETH – MACRO ECONOMICS
- D N DWIVEDI – MACRO ECONOMY

Online Resources:

http://www.wisegeek.com/what-is-macroeconomics.htm
https://www.thoughtco.com/microeconomics-versus-macroeconomics-1147004
https://www.investopedia.com/terms/m/macroeconomics.asp

MOOCs:
https://swayam.gov.in/ :
https://alison.com/:

Course Code 204

BBA- Sem - II (CBCS 2019)

Management Accounting

Credits : 4 **UE + IA: 70:30**

Course Type : Core

Course Objectives:

To Impart the Knowledge of Basic cost concepts, element of cost & Preparation of Cost Sheet.

To provide basic knowledge of important Methods & Techniques of costing.
To have basic knowledge about concept of management and cost audit

Learning Outcomes:

At the end of the course students should be able to

Understand basic cost concepts, element of cost & Preparation of Cost Sheet.
Have practical applications of important Methods & Techniques of costing.
Understand the application of concept of management and cost audit.

Unit 1: Introduction

Definition, Nature and scope of Management Accounting, Limitations of Financial Accounting, Advantages and Limitations of Management Accounting, Difference between Financial and Management Accounting.

Unit 2: Introduction of Cost Accounting

Concept and need of Cost Accounting, Material, Labour and other Expenses, Classification of cost & Types of Costs, Preparation of Cost Sheet, Methods and techniques of Costing,

Unit 3: Budget and Budgetary Control

Meaning and objectives of Budget, Definition, Meaning and objectives of Budgetary control, Advantages and disadvantages of Budgetary Control, Types of Budget, Preparation of flexible budget and cash budget.

Unit 4: Marginal Costing & Standard Costing

Definition and Meaning of Marginal Cost and Marginal Costing, importance and Limitations of Marginal Costing, Contribution, P/V Ratio, Break Event Point, Margin of Safety, Definition and Meaning of Standard Costing, Advantages and Limitations of Standard Costing ,Variance Analysis – Material and labour Variances only

Unit 5: Management Audit

Concept and Process of Audit, Essentials of Audit, Cost Audit its Objectives and Advantages, Management Audit its Objective and Advantages, Contents of Management Audit Reports.

Reference Books :

20. I.M. Pandey, Management Accounting
21. S.P.Jain and Narong., Advanced cost Accounting
22. S.N.Maheshwari, Cost Accounting.

Prabhu Dev , Cost Accounting, Himalaya Publication
Paul S Kr , Management Accounting. New Central Book Agency, Calcutta

5 Rebert N Anthony., Management Accounting D B taraporewala Sons, Bombay.

Online Resources:

Companies Annual Reports
10. Money control
11. SEBI and RBI Official Websites
12. NSE and BSE Official Websites

MOOCs:

https://swayam.gov.in/ :Accounting for Managerial Decisions

https://alison.com/: Fundamentals of Financial Accounting

Course Code 205
BBA- Sem - II (CBCS 2019)

Environmental Science

Credits : 2 **UE + IA: 70:30**

Course Type : Core

Course Objectives:

To sensitize the students on the environmental issues
To educate the students about the threats to the environment and natural resources

Learning Outcomes:

Learners will be able to understand the different aspects of environments, the threats posed by human activities and the solutions for the same.

Unit 1: Nature and Scope

The Multidisciplinary Nature of Environmental Studies Definition, scope and importance Need for public awareness.

Natural Resources Renewable and Non-renewable Resources: (a) Forest resources: (b) Water resources: (c) Mineral resources: (d) Food resources: (e) Energy resources: (f) Land resources:

Unit 2: Ecosystems

Concept, Structure and function of an ecosystem. Energy flow in the ecosystem. Introduction, types, characteristic features, structure and function of the following ecosystem: (a) Forest ecosystem (b) Grassland ecosystem (c) Desert ecosystem (d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estauries)

Biodiversity and Its Conservation, Introduction, definition: genetic, species and ecosystem

diversity. Threats to biodiversity: Endangered and endemic species of India. Conservation of biodiversity.

Unit 3 : Pollution

Environmental Pollution (a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution (e) Noise pollution (f) Thermal pollution (g) Nuclear hazards

Unit 4: Social Issues and the Environment

Urban problems related to energy. Water conservation, rain water harvesting, watershed management. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.

Unit 5: Environment and human health

Population growth, Environment and human health. Value education. HIV/AIDS. Women and Child Welfare. Role of Information Technology in environment and human health. Case Studies.

Field Work -

Visit to a local area to document environmental assets—river/forest/grassland/hill/ mountain. Visit to a local polluted site—Urban/Rural/Industrial/Agricultural.

Reference Books :

Agarwal, K.C.2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.

Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd. , Ahmedabad — 23. 013, India, Email: mapin@icenet.net (R)

Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill lnc.480p

Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)

Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001.

9. Dc A.K., Environmental Chemistry, Wiley Eastern Ltd.

10.Down to Earth, Centre for Science and Environment(R)

OPEN COURSES SEMESTER II

Course Code 206

BBA- Sem - II (CBCS 2018)

Community Work – Swacch Bharat Abhiyan

Credits : 2 **CCA : 50 marks**

Course Type : Generic / Open Elective

Course Objectives:

This course aims to expose the students to Swach Bharat Abhiyan initiative of the government.

Learning Outcomes:

Students will be able to understand the details about the Swach Bharat Abhiyan and its impact on society.

Unit 1:

History, meaning, Goals of Cleanliness initiatives

Unit 2:

Initiators of cleanliness drive in India. Sant Ghadage Baba, Mahatam Gandhi, Efforts taken towards the Swach Bharat Abhiyan, Swach Bharat Mission.

UNIT 3:

Impact of Cleanliness initiatives. Social Awareness, Case Studies

COMMUNITY HOURS:

Internship of 15 days (100 hours) to be undertaken

Submit a report on a particular type of community involvement undertaken

References:

www.swachhbharaturban.in/

swachhbharatmission.gov.in

Course Code 206

BBA- Sem - II (CBCS 2018)

Sectoral Analysis

Credits : 2 CCA : 50 marks

Course Type : Generic / Open Elective

Course Objectives:

To expose the students to the different sectors of the economy

To enable the students to understand the importance and contribution of the

- sectors to business, economy and global environment

To expose the students towards rural problems To awaken sense of responsibility amongst students towards senior citizens

Learning Outcomes:

Students will get exposure to the different sectors of the economy and their contribution to the national development.

Unit 1 :

Introduction to the sectors of the economy

Units 2:

Detailed view of the IT, Manufacturing, Agriculture, Banking Insurance, Service Sector, Retail etc

Unit 3:

Project work on detailed analysis of any one sector – national and global scenario

Reference Books :

24. S.A. Sherlekar ,Modern Business Organization And Management – (Himalaya Publishing House)

25. Y.K. Bhushan ,Fundamental Of Business Organization & Management – (S Chand Publishers)

26. Basu, C. R.; *Business Organization And Management,* Tata Mcgraw Hill, Publishing House, New Delhi, 1998

27. Business World

Course Code 206

BBA- Sem - II (CBCS 2018)

Smart Cities

Credits: 2 CCA : 50 marks

Course Type : Generic / Open

Elective **Course Objectives:**

to give exposure to tools and techniques applicable for planning, controlling & monitoring of Smart

Infrastructure and Cities. This subject would also enable to develop insight for managing project risks, uncertainties and complexities of smart cities project.

Learning Outcomes:

Students will get an understanding of road map for Planning Smart Cities and benchmarking their performance for Indian context

Unit 1:

Introduction to Smart Cities, •Introduction to ‘"City Planning”, Understanding Smart Cities

Unit 2 :

Dimensions of Smart Cities, Global Experience of Smart Cities, Smart Cities – Global Standards and Performance, Benchmarks, Practice Codes, India “100 Smart Cities” Policy and Mission

Unit 3 :

•Smart City Planning and Development

•Financing Smart Cities Development

•Governance of Smart Cities, Case Studies on Smart Cities

Reference :

smartcities.gov.in

https://internetofthingsagenda.techtarget.com/definition/smart-city

BBA CBCS 2019 SEM III

301 : Entrepreneurship Development

Course Code	301	**Course Type**	Core Course
Credits	4	**Examination Pattern**	UE + IA: 70:30

Course Objectives: The aim of this course is

- to provide the students with introduction to the process of creating new businesses, role of entrepreneurs, importance of creativity and innovation in entrepreneurial start-ups.

  To understand the management of family-owned companies,context of social innovation and social entrepreneurship and issues and practices of financing entrepreneurial businesses.

Learning Outcomes:

At the end of the course, the students will have a fair idea about aspects of entrepreneurship development, role of entrepreneurs, and the importance of entrepreneurship in nation building along with the challenges and opportunities.

Unit-1 Introduction to Entrepreneurship Development

Concept of Entrepreneurship – Definition – Meaning – Types – Qualities of an Entrepreneur – Classification of Entrepreneurs – Factors influencing Entrepreneurship – Role of Entrepreneurs in nation building, Difference between entrepreneur and manager.

Unit-2 Entrepreneurship, Creativity And Innovation

Idea Generation, Business idea generation techniques, Identifying Business Opportunities and Evaluation.Stimulating Creativity; Organizational actions that enhance/hinder creativity, Process of Innovation, Sources of Innovation in Business;

Unit 3: Business Plan

Meaning and importance of business plan, Preparation of Business Plan, Feasibility study – Marketing, Finance, Technology & Legal Formalities.

Unit 4:

Financing entrepreneurial ventures

Sources of entrepreneurial finance, Entrepreneurial Development – Agencies – Commercial Banks

– District Industries Centre – National Small Industries Corporation – Small Industries Development Organization – Small Industries Service Institute. All India Financial Institutions –

IDBI –IFCI – ICICI – IRDBI.

Unit 5: Emerging Forms

Forms of ownership – Sole proprietorship; partnership; limited liability partnership, corporation; advantages/disadvantages. Franchising; advantages/disadvantages of franchising; types of franchise arrangements. Start ups, support of government for startups, case studies of popular startups.

Family Businesses – concept, structure and types. Women entrepreneurs – challenges and growth.

Reference Books :

28. Khanka S. S. – Entrepreneurship Development, S. Chand.
29. Burns, P. (2001). Entrepreneurship and small business. New Jersey:Palgrave.
30. Gersick, K. E., Davis, J. A., Hampton, M. M., &Lansberg, I. (1997). Generation to generation: Life cycles of the family business. Boston: Harvard Business School Press.
31. Holt, D. H. (2004). Entrepreneurship new venture creation. New Delhi: Prentice Hall of India.
32. Kaplan, J. (2004). Patterns of entrepreneurship. Wiley.
33. Khandwalla, P. (2003). Corporate creativity. New Delhi: Tata Mc.Graw Hill.
34. Mullins, J. (2004). New business road test. New Delhi: Prentice Hall.
35. Prahalad, C. K. (2006). Fortune at the bottom of the pyramid ,eradicating poverty through profits. Wharton school Publishing.
36. Stevenson, H. (Ed.). (2007). Perspective on entrepreneurship. Boston:Harvard Business Press.

Online Resources:

https://www.entrepreneur.com/

https://www.toppr.com/guides/business-studies/entrepreneurship-development/

https://www.entrepreneur.com/article/238908

https://www.Youtube.com/

https://www.shopkeep.com/blog/the-7-best-free-resources-for-planning-your-new-businesshttp://dst.gov.in/scientific-programme/t-d-tdb.htm
MOOCs: https://startupindia.upgrad.com/- Startup India Learning Programme Swayam

BBA- Sem -III (CBCS 2019)

302: Organizational Behavior

Course Code	302	**Course Type**	Core Course
Credits	4.	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

- To expose the students to the fundamentals of Organizational Behaviour (OB) - such as working with people, nature of organizations, communication, leadership and motivation of people.

- To help students develop a conceptual understanding of OB theories
- to enable the students to put the ideas and skills of OB into practice

Learning Outcomes:

On completion of this course, students will be able

- to understand the dynamics of individual and organizational behavior and relationships.
- To understand the importance of organizational behavior in managerial functions.

Unit 1:

Introduction to Organizational Behavior : Definition, Evolution of the Concept of OB, Contributions to OB by major behavioral science disciplines, Challenge and Opportunities for OB managers, Models of OB study

Unit 2:

Foundations of Individual Behavior Attitudes and Job Satisfaction, Components of Attitude, Major Job Attitude, Job Satisfaction, Personality and Values, Personality Determinants, MBTI, Big – Five Model, Values, Formation, Types of Values, Perception, Factors influencing perception.

Unit 3: Motivation and Leadership

Motivation and Leadership Concept of motivation, Definition, Theories of Motivation, Maslow's need Theory, ERG Theory, Theory X and Theory Y, Two Factor Theory,

McClelland"s Theory, Equity Theory, Vroom"s Expectancy Theory. Concept of

Leadership, Theories of leadership, Traits of good Leader, Difference between Leader

and Manager

Unit 4: Groups and Teams

Foundations of Group Behaviour, Formation of Group, Group - Classification, Properties, Roles, norms, status, size and cohesiveness, Group decision making, Understanding teams, creating effective teams, Conflict Process, Conflict management communication.

Unit 5 :

Culture, Definition, Culture's function, need and importance of Cross Cultural management, Stress and its Management.

Reference Books :

37. Kavita Singh, Organizational Behavior, Vikas Publications

38.Robbins, Timothy Judge, SeemaSanghi, Organizational Behavior, Stephen Pearson Prentice Hall,12 edition

39. Fred Luthans, Organizational Behavior, McGraw Hill Inc.

1. John Newstrom and Keith Davis, Organizational Behavior, Tata McGraw Hill, 11 edition

5) AshwaThapa, Organizational Behavior

Online Resources:

www.algonquincollege.com/ccol/courses/organizational-behaviour/

www.algonquincollege.com/ccol/courses/organizational-behaviour-3

https://www.imi.edu/delhi/organizational_behaviour_human_resources

MOOCs:

https://www.mooc-list.com/tags/organizational-behavior

https://www.openlearning.com/courses/organisational-behaviour-an-overview

ttps://www.coursera.org/learn/managing-people-iese

BBA CBCS 2019 SEM III

303: Principles of Marketing

Course Code	303	**Course Type**	Core Course
Credits	4	**Examination Pattern**	UE + IA: 70:30

Learning Objectives:	
1.	To enhance students' knowledge as regards to basics of marketing.
2.	To develop practical insights into application of marketing concepts.

LearningOutcomes: After studying this course students will be able to -

- Understand the need and importance of marketing in the current business scenario.
- Analyze the need and importance of market segmentation, targeting and positioning.
- Understand the steps involved in developing a marketing plan.
- Know the recent trends in marketing.

Unit 1 :Introduction to Marketing

Marketing - Definition, Evolution, core concepts, Marketing v/s Selling, Role of a Marketing Manager in the current scenario, Marketing Environment – Internal and External Environment.

Unit 2 : Market segmentation, Targeting & Positioning (STP)

Market Segmentation, meaning, its benefits, Bases for segmenting Consumer market and Industrial market, Market Targeting, Product positioning concept.

Unit 3 : Marketing Research

Nature & Scope, Marketing Research Process, Questionnaire designing & methods of data collection.

Unit 4 : Marketing Mix (7 P's of Marketing)

Product : Concept, Levels of Products–core benefit, basic product, expected product,augmented product and potential product, Product Life Cycle - concept, stages and its influence on marketing mix decisions.

Price : Meaning, Pricing objectives, Pricing Strategies - Skimming pricing, Penetration pricingand psychological pricing.

Place : Need and importance of distribution, Factors influencing selection of distributionchannel, Channels of Distribution – Manufacturer, wholesaler, retailer, carrying and forwarding agents, e-tailer, Channel Conflict – Concept, types of channel conflict.

Promotion : Promotion Mix–Elements : Advertising, Sales Promotion, Personal Selling,Publicity, Public Relations, Direct Marketing etc.

Brief overview of people, process and physical evidence.

Unit 5 :Recent Trends in Marketing

Digital Marketing – Meaning, Importance, Green Marketing - Meaning, Importance, Use of Information Technology in marketing practices – Virtual marketing, E-buying behavior etc

Reference Books:

- Dr. Philip Kotler, Marketing Management.
- Ramswamy&Namkumari, Marketing Management, Indian context.
- RajanSaxena, Marketing Management, Tata McGraw Hill Publication.
- Tapan Panda, Marketing Management, Excel Publication.
- William Stantan, Fundamentals of Marketing.

Journals:

40. Journal of Marketing (American Marketing Association).
41. European Journal of Marketing (Emerald Publishing Limited).

MOOCS:

- https://swayam.gov.in/courses/147-principals-of-marketing-mgmt
- https://www.coursera.org/browse/business/marketing
- https://www.mooc-list.com/tags/marketing
- https://www.bestmarketingdegrees.org/best-moocs-marketing

Other Readings:

Marketing Whitebook 2018.

BBA CBCS 2019 SEM III

304 : Introduction to Financial Management

Course Code	304	**Course Type**	Core Course
Credits	4	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

- To provide a conceptual orientation and application of financial management
- To provide a basic understanding of financial sources and capital structure.

Learning Outcomes:

- Students will be able to gain basic understanding of financial management.
- Students will be able to have knowledge of financial sources and capital structure.

Unit 1 : Introduction to Financial Management

Finance : Definition, Nature and Scope of Finance Functions
Financial Management : Meaning, Scope, Objectives
Profit v/s Wealth Maximization, Organization of Finance Function, Role of finance manager in globalised environment

Unit 2 : Sources of Long term Finance

Equity shares, Preference shares, Debentures, Public Deposits, Borrowing from banks : Their Meaning, Types, Merits and Demerits

Unit 3 : Capital Budgeting Decision

Meaning, Importance, Time Value of Money
Techniques of evaluation : Payback period, Accounting rate of return, Net present value, Profitability Index, Internal rate of return

Unit 4 : Capital Structure

Meaning, Factors to be considered while framing capital structure
Leverage : Operating financial and combined leverage
Cost of Capital : Importance and concept, Measurement of cost of debt, cost of preference share capital, equity share capital, cost of retained earnings and weighted average cost of capital
Dividend Policy : Meaning and factors affecting Dividend Decision

Unit 5 : Management of Working Capital

Meaning, Determinants of working capital, Operating Cycle, Estimation of Working Capital, Source ofFinancing Working Capital : Reserves and Surplus, Bonus Shares and Retained Earnings

Reference Books :

42. J. M. Pandey, Financial Management, Vikas Publishing House
43. M.Y. Khan & P.K. Jain: Financial Management Text Problem and Cases, Tata McGraw Hill Pubilshlng Co. Ltd.
44. R. P. Rustogi: Financial Management: Theory Concepts and Practices, Taxmann Publication.
45. Prasanna Chandra, Financial Management, Tata McGraw Hill Publishing co. Ltd., New Delhi
46. R. M. Shrivastava, Pragati Prakashan, Meerut
47. Maheshwari S. N., (2009), Financial Management, Principles and Practice, 9th Edition Sultan Chand & Sons.
48. I.M. Pandey: Financial Management: Theory and Practices, Vikas Publishing House
49. R.A. Brealey, S.C. Myers, F. Allen& P. Mohanty: Principles of Corporate Finance**,** McGraw Hill Higher Education
50. J.V. Horne & J.M. Wachowicz: Fundamentals of Financial Management Prentice Hall

Online Resources:

- Investopedia for basic financial concept
- NSE – BSE Official websites
- Moneycontrol for analytical study

MOOCs:

11. Allison
12. Swayam

BBA - CBCS 2019 SEM III

305: Computer Applications for Business

Course Code	305	**Course Type**	Core Course
Credits	2	**Examination Pattern**	UE+IA: 70:30

Course Objectives:

to introduce IT in a simple language to all undergraduate students, regardless of their specialization.

to introduce the students to the world of computers and software applications.

Learning Outcomes:

This course will provide learners with a solid foundation on which to build a strong knowledge of computer applications for business.

students will learn how to use Microsoft Office applications and explore and examine the fundamentals of computer hardware and software.

Unit I: Introduction to Computer Fundamentals

Introduction to Computer, Computer System Hardware, Computer Memory, Input and Output Devices, Interaction between User and Computer, Introduction to Free and Open Source Software, Definition of Computer Virus, Types of Viruses, Use of Antivirus software

Unit II Basics of Operating System

Definition of Operating System, Objectives, types and functions of Operating Systems, Working with Windows Operating System: Introduction to The Desktop, Structure of Windows, Windows Explorer, File and Folder Operations, The Search, The Recycle Bin, Configuring the Screen, Adding or Removing New Programs using Control Panel, Applications in windows (Paint, Notepad, WordPad, Calculator)

Unit III: Use of Computer in Business

Data Processing, Files and Records, File Organization (Sequential, Direct/Random, Index) Computer Applications in Business – Need and Scope Computer Applications in various fields of Commerce: Personnel Administration, Accounting, Cost and Budgetary Management,

Purchasing, Banking, Insurance and Stock-broking, e-governance Introduction to E-Commerce, Evolution of E-Commerce, Role of e-Commerce, e-Commerce Framework, e-Commerce Categories

Unit IV: Introduction to Business Communication Tools

MS-Word: Introduction, Starting MS-Word, MS-Word Screen and its Components, ElementaryWorking with MS-Word

MS-Powerpoint: Introduction, Starting MS-PowerPoint, Basics of PowerPoint, MS-PowerPointScreen and Its Components, Elementary Working with MSPowerPoint

Unit V: Spreadsheet tool

MS-Excel: Introduction, Starting MS-Excel, Basics of Spreadsheet, MS-Excel Screen and ItsComponents, Elementary Working with MS-Excel.

Reference Books :

- Computer Fundamentals By P.K. Sinha
- HTML, Java Script, DHTML & PHP by Evan Bayross
- Electronic Commerce A Managers Guide by Ravi Kalkota & Andrew Whinston
  MS-Office in Nutshell by Sanjay Saxena

Online Resources:

https://www.tutorialspoint.com

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youtube.com

MOOCs:

https://swayam.gov.in/

https://alison.com/en

BBA SEM III

306 **Introductions to Business Analytics**

Course Code	306	**Course Type**	Core Course
Credits	4	**Examination Pattern**	UE+IA: 70:30

Courses Objectives:

To gain an understanding of how managers use business analytics to formulate and solve business problems and to support managerial decision making.

To become familiar with the processes needed to develop, report, and analyze business data

- Introduction, What is Business Analytics, Overview of Areas where Business Analytics is applied

- Visualization and Data Issues, organization of Source of Data, Importance of Data Quality, Dealing with Missing or incomplete data, data classification, Introduction to Data Mining, Data mining process, data mining tools XL MINER.

- Introduction to decision modeling – optimization, use of excel to solve business problems
- Applications of Business Analytics - Risk - Fraud Detection and Prediction, Recovery Management, Loss Risk Forecasting, Risk Profiling, Portfolio Stress Testing, Market share estimation and Sensitivity Analysis
- Loyalty Analytics, Customer Life Time Value, Propensity Analytics, Churn Analytics, Customer Analytics Customer Segmentation, Cross- Sell or Upsell ModelsRecruitment Analytics, Compensation Analytics, Talent Analytics, Training Analytics, Human Resource Retention Analytics, Workforce Analytics

Project Work

- Purba Halady Rao, Business Analytics – an application focus, PHI Learning, 2013, ISBN 978-81-203-4819-6

BBA - CBCS 2018 SEM III

306: Community Work-III (Open Course)

Course Code	306	**Course Type**	GE
Credits	Two	**Examination Pattern**	IA

Course Objectives:

This course aims to expose the students to the societal issues and help them participate in the community service through trips/events organized at institute, state level etc and also to Volunteer at events like fundraising activities, fairs, festivals, slums, non profit organization etc

- To expose the students towards social reality and role of community development for social upliftment and well being
- To involve students in community work through active involvement and participation

Learning Outcomes:

Students will be able to know the community needs and understand their role towards community development

Unit 1: Community work through Education

Teaching at Schools, Teaching at Orphanages, Teaching to poor children ,study the role of government in the education sector ,study the NGOs particularly working in education sector.

Unit 2: Community Work for Slums

Learn the government facilities ,NGOs which are working for the slums and try to connect any NGO.

UNIT 3:Community Work for Environment

Role of Govt.and NGOs which are working to save the environment, Initiatives like Clean your city drive,Cycle day, Awareness of Dry and wet waste classification, Tree Plantation Drive,

Environemnt awareness activities etc.

COMMUNITY HOURS:

Participate in community service trips/events organized at institute, state level etc , Volunteer at events like fundraising activities, fairs, festivals, slums, non profit organization etc , Submit a report on a particular type of community involvement undertaken.

Reference Books :

51. An Introduction to Community Development, Rhonda Phillips, Robert Pittman – 2014
52. Community Development in Asia and The Pacific, Manohar S. Pawar, 2009,

Online Resources:

https://community-wealth.org/sites/clone.community-wealth.org/files/downloads/tool-enterprise-directory.pdf

https://www.ahaprocess.com/solutions/community/events-resources/free-resources/

MOOCs:

https://alison.com/course/diploma-in-community-development

BBA - CBCS 2018 SEM III

306 : Start-Up Management(Open Course)

Course Code	306	**Course Type**	GE
Credits	Two	**Examination Pattern**	IA

Course Objectives:

The objectives of the course is

- To Introduce to the students the idea of start ups and their role in the society and nation
- To impart knowledge about the organization and management of start ups

Learning outcomes:

Students will be able to understand the role of start ups and case studies of well known start ups in India.

Unit I:
Meaning of Start ups, Formation of a start up, idea generation for start ups, scaling up process.

Unit II: (12 hrs)

Managing a startup, Customer Development, Market Sizing, Lean Startups, Support by government for startups,

Unit III: (12 hrs)

Case Studies on well known startups

Reference Books :

13. Khanka S. S. – Entrepreneurship Development, S. Chand.
14. Burns, P. (2001). Entrepreneurship and small business. New Jersey:Palgrave.
15. Mullins, J. (2004). New business road test. New Delhi: Prentice Hall..

Online Resources:

https://www.entrepreneur.com/

https://www.shopkeep.com/blog/the-7-best-free-resources-for-planning-your-new-business

MOOCs:
https://startupindia.upgrad.com/ - Startup India Learning Programme
Swayam

BBA - CBCS 2018 SEM III

306 : Agro Tourism(Open Course)

Course Code	306	Course Type	GE
Credits	Two	Examination Pattern	IA

Course Objectives:

The objectives of the course is to familiarize students with principles and relationship between tourism and agricultural activities.

Learning outcomes:
Students will be able to obtain and diversify knowledge from tourism, rural tourism and their specific form agri-tourism.

Unit I: **08 Hr.**
Introduction, importance, scope, forms of agro-tourism, advantages andimplementations, sustainability component, difficulties involved.

Unit II: 08 Hr.
Govt. policies and legislations in respect of tourism and agro-tourism and environment protection laws. Requirements for Agro-tourism Farm, forest, garden, fish tank/ponds, residential huts, etc. Introduction to Indian culture through agro tourism.

Unit III: **14 Hr.**

Profiling the tourist for: age, sex, life cycle, education, employment, income, satisfaction and expectations, values, purpose of visit, accommodation, duration of stay, preferences and perceptions regarding area management, environmental concerns, involvement and responsibility, motivations, etc.

Reference Books :

13. Talwar, Prakash. Travel and Tourism Management. Gyan Books Pvt., Ltd.,Main Ansari Road, Darya Ganj, New Delhi- 110 002.
14. Bagri, S. C. Trends in Tourism Promotion 2003.International Books Distributors, 9/3, Rajpur Road, Dehradun-248 001 Uttarakhand (India).

Online Resources:
http://www.agritourism.in
http://www.ecoindia.com

MOOCs:
https://www.mooc-list.com/tags/tourism
https://www.coursera.org/
https://swayam.gov.in/
https://alison.com/courses?query=agriculture+tourism

401: Business Laws

Course Code	401	**Course Type**	Core Course
Credits	Four.	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

To educate the students about the different laws related to business

Learning Outcomes:

Student will be able to understand the importance and relevance of the various laws related to business

Unit I:

The Indian Contract Act 1872: Meaning and Essentials of contract; Kinds of contract-Based on: validity, formation & performance, law relating to offer and acceptance, consideration, competency to contract, free consent, Void agreements, performance of contracts, discharge of contracts, breach of contracts and quasi contract, Special contracts: contract of indemnity and guarantee, bailment and pledge, and agency.

Unit II:

Sale of Goods Act 1930: Sale and agreement to sell, implied conditions and warranties,

sale by non-owners, rights of unpaid seller.

Negotiable Instruments Act 1881:

Meaning of negotiable instruments, type of negotiable instruments, promissory note, bill of exchange, cheque.

Unit III:

The Companies Act 2013:

Meaning and types, Incorporation, Memorandum & Articles of association, Prospectus, Issue of shares and bonus shares, rights issue, sweat equity, role of directors, share qualification, company meetings.

The Limited Liability Partnership Act 2008:

Meaning and nature of limited partnership, formation, partners & their relations, extent and limitation of liability.

Unit IV:

Protection Act 1986:

Objectives and machinery for consumer protection, defects and deficiency removal, rights of consumers.

Unit V:

The Right to Information Act 2005:

Salient features and coverage of the act, definition of terms information, right, record, public authority; obligations of public authorities, requesting information and functions of PIO.

Reference Books :

- M.C.Kucchal: Business Law/Mercantile Law, VikasPublishing.House (P) Ltd.
- M.C.Kucchal,&VivekKucchal: Business Legislation for Management, Vikas Publishing House (P) Ltd.
- Dr. G. K. Kapoor & Sanjay Dhamija: Company Law and Practice-A comprehensive textbook on Companies Act 2013, latest edition, Taxmann.
- Avtar Singh: Principle of Mercantile Law, Eastern Book CompanyGulshan Kapoor:
- Maheshwari&Maheshwari: Principle of Mercantile Law, National Publishing Trust
- Rohini Aggarwal: Mercantile & Commercial Law, Taxmann.

Online Resources:

https://www.khanacademy.org/

MOOCs:

https://alison.com/en

BBA CBCS 2019 SEM IV

402: Human Resource Management

Course Code	402	**Course Type**	Core Course
Credits	Four.	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

- To help students understand the basic elements of Human Resource Management
- To facilitate the students to acquire the specific knowledge and skills associated with human resource management in organizations.

Learning Outcomes:

The course will prepare the students to understand and perform the essential functions of human resource management in organizations.

Unit 1:

Human Resource Management (HRM) : Definition, Nature, Scope, Functions andObjectives of HRM, Organization and functions of HR Department. Changing environment of HRM – globalization, cultural environment, technological advances. HRM issues in Indian organization, Strategic HRM – case of TATA.

Unit 2:

Human Resource Planning (HRP) : Importance and benefits of HRP**,** Steps in Humanresource planning process, Factors affecting HRP, Job analysis, job description and job specification, Job Analysis – importance and methods, Job Design – meaning, steps and benefits, Factors Affecting Job Design.

Unit 3:

Recruitment and Selection: Recruitment - meaning**,** Recruitment Process, Sources ofRecruitment, Outsourcing, Selection Process – meaning and steps, Tests, Interviews, assessment centres, Placement of personnel.

Unit 4:

Induction and Training : meaning, objective and purpose of induction,

Training – need for training, benefits of training, identification of training needs, Methods of training.

Unit 5:

Performance Appraisal: Performance Appraisal–meaning, definition, objectives,methods and limitations of performance appraisal, Job Evaluation – concept, objectives and procedures of job evaluation.

Reference Books :

V. S. P. Rao, Human Resource Management

Dwivedi R. S., Managing Human Resources and Personnel Management in India Enterprises,

Galgotia Publishing Company

Clarke Liz, The Essence of Change, Prentice Hall of India Pvt. Ltd., 1997
Dessler G., Human Resource Management, Pearson Education Pvt. Ltd.

Stephen Robbins, The Management of Human Resource Management

Online Resources:

https://www.coursera.org/specializations/human-resource-management

https://www.humanresourcesedu.org/what-is-human-resources

https://fiuonline.fiu.edu/.../online.../master-of-science-in-human-resources-manageme

https://www.slideshare.net/Farrah1978/job-analysis-job-design-job-specification

MOOCs:

https://www.class-central.com › Coursera.

https://www.coursera.org/specializations/human-resource-management

https://www.my-mooc.com/.../mooc/managing-human-resources-hospitality-hkpolyux.

BBA CBCS 2019 SEM IV

403: International Business

Course Code	403	**Course Type**	Core Course
Credits	Four.	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

- To acquaint the student with emerging issues in international business
- To study the impact of international environment on foreign market operations of a firm

Learning Outcomes:

- Students will be able to understand and apply the concepts of international business to current global development issues.

Unit 1 : International Business Environment

53. Nature, Definition of International Business
54. Theories of International Trade / Mercantilism - Ricard's Theory / Smith Theory, Heckscher-Ohlin Theory / Porters Model
55. Role of culture in business environment

Unit 2 : Foreign Trade:

- Balance of Trade
- Balance of Payments

Unit 3 : Foreign Exchange Market

16. Meaning of Exchange rate
17. Determination of Exchange rate – Fixed, Flexible and Managed

Unit 4 : International Financial Institutions

15. International Monetary Fund (IMF) – Objectives and functions.
16. World Bank – Objective and Functions

Unit 5 : India's Foreign Trade

4) Composition and direction of India's Foreign Trade
5) Current Foreign Trade Policy of India.

Reference Books :

4) Miltiades Chacholiades, International Economics, McGraw Hill Publishing Co., New York, 1990
5) W. Charles Sawyer and Richard L. Sprinkle, International Economics, Prentice Hall of India Pvt. Ltd.
6) M. L. Jhingan, International Economics, Vrinda Publications, Delhi,
7) Charles Hill, Arun Kumar Jain, International Business, Competing in the Global Market Place, Tata McGraw Hill, New Delhi, 2008

Online Resources:

https://internationalaffairsresources.com/intlbus.html
https://www.bestcolleges.com/resources/international-business/

MOOCs:

https://www.mooc-list.com/course/international-business-i-coursera

BBA CBCS 2019 SEM IV

404: Business Research

Course Code	404	**Course Type**	Core Course
Credits	Four.	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

- To give the learner an understanding of the basic techniques and tools of business research.
- To provide an exposure to the learners about business research which they are expected to possess when they enter the industry as practitioners.

Learning Outcomes:

Learner will be able to understand and apply the steps involved in a research project. Students will be able to know the skill of writing a research report.

UnitI:Introduction to Business Research

Nature and Scope of Research, Definition, objectives and types of business research, Role of Research indecision making. Steps of the Research process, Steps in Problem Formulation, writing the research proposal – objectives, hypothesis, methodology, time frame.

Unit II: Research designs

Research Design: importance and types - Exploratory, Descriptive, Causal.

Sampling – need and importance of sampling, Sampling techniques, representative sample,

Unit III: Data Sources

Secondary Data - Advantages & Disadvantages, Criteria for evaluating secondary sources, Primary Data Collection: Comparison of different methods of collecting primary data, Observation, interviews – personal and telephone, questionnaire – self administered, mail, email, Qualitative Research Tools: in-Depth Interviews, focus groups and projective techniques; Surveys.Measurement: Scales of Measurement -Nominal, Ordinal, Interval and Ratio. Questionnaire – form& design.

Unit IV:Data Analysis

Data Analysis – Basic data analysis - frequency distribution, Diagrammatic and Graphic representation, concept of univariate, bivariate and multivariate analysis.

Unit V: Report Writing

Types of reports, steps in Writing Reports , Format of a good report, Precautions in report writing.

Reference Books :

- Cooper & Schindler: Business Research Methods McGraw-Hill Education,
- Aaker, Kumar, Day - Marketing Research. Wiley.
- Gupta Kirti, Research Methodology - Tools and Techniques, Nirali Prakashan.

Online Resources:

https://edisciplinas.usp.br/pluginfile.php/2317618/mod_resource/content/1/BLOCO%202_Research%20Methods%20The%20Basics.pdf

http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf

http://edutechwiki.unige.ch/en/Research_methodology_resources

http://rmit.libguides.com/researchmethods

https://study.com/academy/lesson/research-methodology-approaches-techniques-quiz.html

MOOCs:

https://www.coursera.org/learn/research-methods

https://www.class-central.com/tag/research%20methods

https://www.openlearning.com/accounts/login/?force=1&redirectTo=/courses/enrol/?activationCode=&course=courses/introduction-to-research-methodology&inviteData=&cohortName=&redirected=True&enrol=1

BBA- Sem -IV (CBCS 2019)

405: BUSINESS ETHICS

Course Code	405	**Course Type**	Core Course
Credits	2	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

The objective of this paper is to make the students more clear about the importance of ethics in business and practices of good corporate governance. It also talks about the corporate social responsibility

Learning Outcomes:

This course exposes the student to the issues of values and ethics in management so that decision making and decision execution are undertaken in a human manner, as this will add to the flexibility and dynamism of the corporate culture.

The course will take the student from managerial ethics to organizational ethics and business sustainability

Unit 1:

Ethics – Meaning, and Nature of Ethics. Types of Ethics, Importance of Ethics.

Business Ethics : Meaning, Nature and Importance of ethics in business, meaning of corporate social responsibility, Relation between corporate responsibility & Business Ethics.

Unit 2

Concept of Morals, Values, Beliefs; Moral issues in business, Spirituality and Ethics; Influence of Major religions on ethics: Hinduism, Islam, Christianity, Buddhism, Sikhism, and Zoroastrianism.Influence of spirituality on ethics.

Unit 3:

Relationship between Business, Business Ethics & Business Development, Role of Business ethics in building a good society.

Case Studies on Business Ethics

Reference Books :

Management by Values; Chakraborty S.K.; OxfordUniversity Press, Kolkata 2005.
Professional Ethics by R. Subramanian, Second Edition, OXFORD

Theory and Practice of Managerial Ethics; Jayashree S. Sadri S. and Dastoor D.S.; Jaico , Mumbai.
New Mantras in Corporate Corridors, Sharma Subash New age International Publishers, New

Delhi 2007.

Business Ethics and Corporate Governance (towards excellence and sustainability); Sadri S., Jayashree. Himalaya Publishing Co. Mumbai 2011.
Managing from the Heart: Unfolding spirit in people and organization; Wakalu, Arun: Response Books, New Delhi
Manuel G Velasquez : Business ethics- concepts and cases Pearson.
Bhanumurthy K V: Ethics and Social Responsibility of Business, Pearson Education India.

Online Resources:

https://managementhelp.org/businessethics/index.htm\

MOOCs:

https://www.edx.org/learn/business-ethics

Generic Electives / Interdisciplinary

BBA CBCS 2018 SEM IV

406: Community Work-IV

Course Code	406	**Course Type**	**GE - Generic Elective / Interdisciplinary**
Credits	Two	**Examination Pattern**	IA : 50 marks

Course Objectives:

This course aims to expose the students to social issues and help them Participate in community service through trips/events organized at institute, state level etc and also to Volunteer at events like fundraising activities, fairs, festivals, slums, nonprofit organization etc

- To expose the students towards social reality and role of community development for social upliftment and well being
- To involve students in community work through active involvement and participation

Learning Outcomes:
Students will be able to know the community needs and understand their role to contribute meaningfully towards community development

Unit 1:
Community work in Food and Nutrition related social concerns ,role of government and NGOs in India

Unit 2:
Community work for old age people and its related social concerns, role of government and NGOs in India

UNIT 3:
Community work for woman empowerment ,its related social concerns ,role of Govt. and NGOs in in India

COMMUNITY HOURS:
Participate in community service trips/events organized at institute, state level etc , Volunteer at events like fundraising activities, fairs, festivals, slums, non profit organization etc , Submit a report on a particular type of community involvement undertaken

Reference Books :

56. An Introduction to Community Development, Rhonda Phillips, Robert Pittman – 2014
57. Community Development in Asia and The Pacific, Manohar S. Pawar, 2009,

Online Resources:
https://community-wealth.org/sites/clone.community-wealth.org/files/downloads/tool-enterprise-directory.pdf
https://www.ahaprocess.com/solutions/community/events-resources/free-resources/

MOOCs:
https://alison.com/course/diploma-in-community-development

BBA CBCS 2018 SEM IV

406: Basics of Taxation

Course Code	406	**Course Type**	**GE - Generic Elective / Interdisciplinary**
Credits	Two	**Examination Pattern**	IA : 50 marks

Course Objectives:

- To provide a basic knowledge about direct tax system in India
- To provide a basic knowledge about indirect tax system in India.
- To upgrade with the latest amendments in taxation policy of India..

Learning Outcomes:

18. Students will be able to have a basic knowledge about direct tax system in India
19. Students will be able to have a basic knowledge about indirect tax system in India.
20. Students will be upgraded and upskilled with the latest amendments in taxation policy of India..

Unit 1: Introduction

Basic concepts: Income, agricultural income, person, assessee, assessment year, previous year, gross total income, total income, maximum marginal rate of tax; Permanent Account Number (PAN) Residential status; Scope of total income on the basis of residential status Exempted income under section 10

Unit 2: Direct and Indirect Tax

Income from Salaries; Income from house property, Profits and gains of business or profession; Capital gains; Income from other sources, Deductions from gross total income; Rebates and reliefs Computation of total income of individuals and firms; Tax liability of an individual

Indirect taxes.

Unit 3: Overview of GST.

Overview Of GST:Introduction to GST-Key Concepts – Taxes under GST – Central GST – State GST – Union Territory GST – Integrated GST - Cess

Reference Books :

17. Shukla and Grewal: Advanced Accounts. (S. Chand & Co. Ltd. New Delhi)
18. Jain and Narang: Advanced Accounts.(Kalyani Publishers, Ludhiana)
19. Sr. K. Paul: Accountancy, Volume-I and II.(New Central Book Agency, Kolkata)
20. R. K. Lele and Jawaharlal: Accounting Theory (Himalaya Publishers)
21. Dr. L. S. Porwal: Accounting Theory (Tata McGraw Hill).
22. Robert Anthony, D.F.Hawkins& K.A. Merchant: Accounting Text & Cases (Tata McGrawHill

Online Resources:

6) **https://incometaxindiaefiling.gov.in/**
7) **https://www.taxmann.com/#**
8) **http://www.gstcouncil.gov.in/**

MOOCs:

Alison

Swayam

BBA CBCS 2018 SEM IV

406: Meditation & Yoga

Course Code	406	**Course Type**	**GE - Generic Elective / Interdisciplinary**
Credits	Two	**Examination Pattern**	IA : 50 marks

Course Objectives:

To introduce the practice of yoga and its benefits to students

To impart practices of basic yogic kriyas

Learning Outcomes:

Students will be able to understand the advantages of Yoga and practice basic yog kriyas

UNIT-I

8)Origin of Yoga & its brief development.
9) Meaning of Yoga & its importance
iii)Yoga as a Science of Art (Yoga Philosophy).

iv)Meaning of meditation and its types and principles.

UNIT- II

viii. Classification of Yoga/Types of Yoga
ix. Hatha Yoga , Raja Yoga, Laya Yoga, Bhakti Yoga, Gyan Yoga, Karma Yoga.
x. Asthang Yoga.

UNIT -III

i) Principles of Yogic Practices.
ii) Meaning of Asana, its types and principles.
iii) Meaning of Pranayama, its types and principles.
iv) Meaning of Kriya its types and principles.
v) Yogic therapies and modern concept of Yoga
vi) Naturopathy, Hydrotherapy, Electrotherapy, Messotherapy, Acupressure, acupuncture.

Reference Books : 1. Yoga – Asanas, Pranayam, Mudras, Kriya, Vivekananda Ashram 2. Yoga – Sivanand Yog Vedanta Center
Online Resources: https://www.yogatoday.com/ https://www.youtube.com/user/yogatoday https://m.youtube.com/user/yogawithadriene/playlists
MOOCs: Swayam

BBA- Sem -IV (CBCS 2019)

406: Societal concerns and NGO Operations

Course Code	406	**Course Type**	Core Course
Credits	2	**Examination Pattern**	UE + IA: 70:30

Content

Introduction: NGO: concept, Characteristic features , types of NGO, social clubs, blood banks. Changing roles of NGO , NGO organizational structures .

NGO vs. Profit oriented organizations, features, Objectives, process and tasks of NGO, problems and prospects of NGO in India.

Problems and prospects of NGO in India and abroad, Role of government as a caretaker, planner for growth and development of NGO in India.

Business system and Societal aspects of Business- concept of Business – society relationships, Business as social system.

Social obligations and social responsibilities of business enterprise, Impact of business enterprise on society-business –its objectives and socially oriented organization. Business its relationships with its stakeholders, business types of business enterprise , its contribution towards society, business core competency, sustainable advantage concept and applicability.

BBA- Sem -V (CBCS 2019)

INTRODUCTION TO OPERATIONS RESEARCH

Course Code	501	**Course Type**	Core Course
Credits	4	**Examination Pattern**	UE + IA: 70:30

Course Objective

The objective of the course is to familiarize the students with the tools & techniques of Operation Research.

Learning Outcome

Students will be able to understand the practical importance and applications of various operations research techniques.

UNIT 1

Definition of Operations Research (OR), Origin and Development of OR, Scope of Operation Research, Advantages and Limitations of OR.

UNIT 2

Linear Programming Problem-LPP, Formulation of LP Problem, Graphical solution – Procedure of solving LPP by Graphical method. Applications and limitations of LPP

UNIT 3

Transportation Problem, meaning, definition and applications, Applications of Transportation
Problem, Types of Transportation problems.Initial Basic Feasible Solution – North West Corner Rule, Least Cost or Matrix Minima Method , Vogel‟s Approximation method. Checking for optimality, Finding optimal solution by MODI method.

UNIT 4

Assignment Problem- meaning, definition and applications, Types – unbalanced and maximization, assignment problem. Hungarian method for solving assignment problem.

UNIT 5

Network Analysis - importance of network analysis, construction of networks.
Critical Path Method (CPM) - calculation of earliest and latest times, types and computation of floats.
Program Evaluation and Review Technique (PERT) - 3 time estimates, expected duration.

Reference Books :

- Operations Research – Hira and Gupta S.Chand
- Operations Research – Pai, Oxford University Press
- Operational Research – Dr. P.R.Vital
- Operational Research – Handy and A.Tata.
- Statistical Methods and Operation Research – S.P.Gupta

Online Resources:

https://www.khanacademy.org

http://web.itu.edu.tr/topcuil/ya/OR.pdf

Moocs:
www:/Alison
www/SWAYAM
www/NPTEL

BBA- Sem -V (CBCS 2019)

SERVICES MANAGEMENT

Course Code	502	**Course Type**	Core Course
Credits	4	**Examination Pattern**	UE + IA: 70:30

Learning objectives:

- To provide in-depth insight in managing and delivering of quality services
- To create awareness about the services sector, the challenges and opportunities therein.
- To understand the need and importance of people , process and physical evidence in services marketing mix.

Learning outcomes

After studying this course students would be able to

58. Understand the challenges and opportunities involved in services sector.
59. Understand the aspects of developing new services, promoting the services and making it available in a convenient manner.

Unit 1: Introduction to Services and Service sector

Meaning of Services, Differences between goods and services, Characteristics of Services , Classification of Services, Growth of Service Sector in India, Factors responsible for growth of service sector in India.

Unit 2:Marketing of Services :

7Ps in Service Marketing –
Service Product – service life cycle,
Pricing the Service- factors involved in pricing the services,
Service Location (Place) and Channels of Services,
Promotion and Communication of Services – promotion mix,
People in Services – role of service employees, training of service employees,
Process in Services – service as a process,
Physical Evidence in Services.

Unit 3: Quality of Services:

Meaning of service quality, Importance of service quality, quality issues in services. Role of information technology in improving service quality.

Unit 4: Management Demand and Supply of Services

Patterns and determinants of demand, strategies for managing demand, service capacity management.

Unit 5: Introduction To Management Of Different Service Sectors

Banking Services: - Concept – Scope and Importance, Human Resource Management in banking services,
Hotel Services: - Concept, Scope and Importance, Profile of Services, H. R.M and Customer Care, Management of Hotel Services in India.
Management of Insurance Services : Concept, Scope and Importance
Management of Transport Services : Concept, Scope and Importance, – Passenger transport and Goods transport – Road, Rail and Water Transport. Challenges faced.
Management of Consultancy Services: Concept, Scope and Importance. Types of Consultancy Services – Legal, Technical, Financial, Medical and Managerial.
Management of other Services : Tourism, Entertainment, Education and Telecommunication: Introduction, Formulation of Marketing mix of these Services.

Reference Books:

- Service Management & Marketing – Christian Gronroos – Wiley India Edition
- Services Marketing – Text & Cases : Vinnie Jauhari , Kirti Dutta 2nd Edition – Oxford University Press
- Services Marketing – S.M. Jha Himalaya Publishing House
- Services Marketing - Dr. Shahjahan
- Services Marketing – K. Ram Mohan Rao
- Services Marketing - Valarie A, Zeithaml& Mary Joe Bitner, Tata McGraw Hill Publications.

Journals

1. Journal of Service Management- Emerald Insights
21. European Journal of Service Management

Online reference

https://www.khanacademy.org
http://www.pondiuni.edu.in/storage/dde/downloads/markiv_sm.pdf
https://www.scribd.com

MOOCs
https://www.mooc-list.com/course/services-marketing-selling-invisible-openlearning
NPTEL

BBA- Sem -V (CBCS 2019)

503: Consumer Behavior

Course Code	**503**	**Course Type**	**Discipline Specific Elective**
Credits	4	**Examination Pattern**	UE + IA: 70:30

Learning objectives:

- To highlight the importance of understanding consumer behavior in Marketing.
- To study the environmental and individual influences on consumers
- Understand the importance of consumer behaviour in designing marketing strategies.
- To understand consumer behavior in Indian context.

Learning outcomes : After studying this course student are able to

- Understand the consumers' attitude towards a particular product / service in a better manner.
- Use the factors that influence the consumers' buying behaviour in determining the marketing mix strategies.
- Identify new market segments to cater to their needs
- Design effective marketing strategies

Unit 1 **INTRODUCTION**
Meaning of Customers & Consumers, Importance / relevance of consumer behaviour studies in the field of Marketing.

Unit 2 **Individual Determinants of Consumer Behavior**
Personality & Self Concept: Meaning of Personality, Influence on PurchaseDecisions
Motivation & Involvement: Types of Buying Motives, Motive Hierarchy,Dimensions of Involvement
Learning & Memory: Meaning & Principal Elements of Learning,Characteristics of Memory Systems, Recall
Attitudes: Meaning & Characteristics, Strategies for Changing Attitudes

Unit 3 **External determinants of consumer behaviour:**
Culture, subculture, social class & reference group

Unit 4 **Consumers' Buying Decision Making Process, Post-purchase Evaluation**
60.Behavior: Consumer Satisfaction, Dissatisfaction, Customer Delight,Consumer Complaint Behavior and Post- Purchase Dissonance.

	Types of Buying Behavior: Complex, Extensive, Dissonance Consumer buying Vs. Organizational buying. **Consumer Behavior Models** Howard Sheth Model, Nicosia model
Unit 5	**Diffusion of innovation:**meaning and definition, diffusion process. Theadoption process.

Reference books

1	Consumer Behaviour by David L. Loudon & Albert J. Della Bitta,	Tata McGraw Hill, 4th Edition
2	Consumer Behavior by Leon Schiffman, Leslie Kanuk, S.Ramesh Kumar,	Pearson, 10th Edition
3	Consumer Behavior - In Indian Perspective by Suja R. Nair,	Himalaya Publishing House.
4	Consumer Behaviour & Marketing Action : Henry Assael ,	Thompson Learning
5	The Marketing Whitebook	Current year issue

Journals and E-journals

- Journal of Consumer Behaviour
- Journal of consumer Research https://onlinelibrary.wiley.com/journal/14791838

MOOCS:

22. https://swayam.gov.in/course/3578-consumer-behaviour
23. https://alison.com/courses/applied-psychology-understanding-models-of-consumer-behavior/content

BBA- Sem -V (CBCS 2019)
504: ELEMENTS OF FINANCIAL SERVICES

Course Code	**504**	**Course Type**	**Discipline Specific Elective**
Credits	4	**Examination Pattern**	UE + IA: 70:30

- **Learning objectives:**
- To introduce the students about Indian Financial Systems and current developments
- To orient about various financial services available

Learning outcomes : After studying this course student are able to

1 • Components of Indian Financial Systems

2 • Importance and utility of Financial Services

Unit – I : Introduction to Financial Services.

- Financial systems and Economic Development
- Indian Financial systems and Organization Structure.
- Financial Services – Meaning, Concept and Importance of Financial Services

Unit – II: Types of Financial services: Fund Based and Fee based

- Leasing and Hire Purchase finance.
- Factoring and forfeiting.
- Bills Discounting.
- Concept and Importance of Insurance, Types of Insurance
- Merchant Banking
- Underwriting
- Investment Banking

Unit – III: Mutual Funds and Services.

- Significance of Mutual Funds its Importance, Types and Advantages Current Scenario.
- Parameters for evaluation of Mutual funds Schemes

Unit –I V: Credit Rating.

61. Meaning and Importance of Credit Rating.
62. Functions and Role of Credit Rating agencies in India

Unit – V: Venture Capital Financing.

63. Meaning and features of Venture Capital.
64. Types of Venture Capitalist.
65. Stages of Venture financing, Factors affecting Venture Capital financing.

Reference books :

Financial Services – M.Y. Khan. Tata Mc. Graw Hill.

- Indian Financial System – M.Y. Khan Tata Mc. Graw Hill.
- Financial Institutions and markets, L.M. Bhole, Tata Mc. Graw Hill.
- Financial Markets and Services, Gordon, Natarajan.
- Merchant Banking, J.C. Verma, Bharat Publications.

Online references:

MOOCS:

24. https://swayam.gov.in/
25. https://alison.com/*:*

Web resources:

www.moneycontrol.comwww.rbi.org
.inwww.icai.orghttps://www.sebi.gov
.inhttps://www.nseindia.comhttps://w
ww.bseindia.com

BBA- Sem -V (CBCS 2019)

505: Project Work

Course Code	505	**Course Type**	SEC
Credits	4	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

Assist the student's development of employer-valued skills such as teamwork, communications and attention to detail.
Expose the student to the environment and expectations of performance in private/public companies or government entities.
Enhance and/or expand the student's knowledge of a particular area(s).
Expose the student to professional role models or mentors who will provide the student with support in the early stages of the internship and provide an example of the behaviors expected in the intern's workplace.

Learning Outcomes:
The internship helps in connecting organizations with student. This access results in opportunities to consult with real-world companies on real-world challenges, building relationships that can result in lasting connections with successful organizations that students continue to benefit from after graduation.

Details:
At the end of Semester IV a student shall be required to prepare a project in any one of the functional areas of business i.e.

- Marketing Management
- Human Resource Management
- Financial Management.
- International Business Management
- Banking and Insurance Management
- Hospitality Management

Financial Market

The Summer Training should be conducted in an organization under the guidance of a faculty member. The duration will be for 50 days. The report is to be prepared and submitted to the institute during the semester V.

Reference Books : Follow the Monograph and conduct in coordination with Corporate Resource Center of the Institute

BBA- Sem -V (CBCS 2018)

506: Social Media Management

Course Code	506	Course Type	GE
Credits	2	Examination Pattern	IA : 50 marks

Course Objectives:

This Course Teaches students to use social media strategically to create value for a client or organisation..

Learning Outcome:

Students will learn by doing assignments focusing on social media, post writing and publishing, management and measurement tools, a social media audit, editorial calendar and crises management.

Students will master the skills necessary to become successful social media managers.

Unit 1: Introduction To Social Media

Introduction to Social Media, importance of social Media, History and evolution of Social Media, Managing Information, Aggregators. Facebook,Twitter,Instagram,LinkedIn, Youtube, Blogs.

Unit 2: Using Social Media

Strategy Plan for Social Media Management, Touchpoint, Analysis Scheduling, Creating Content, Managing Content programmes, Planning Worksheet, Social media campaign.

Unit 3: Evaluating Social Media

- Evaluation of Social Media Platforms
- Tools to manage and measure performance of social media content and campaigns
- Handling critical issuesin social media management and legal aspects of social media.

Assignments:

66. Explain atleast one social media management tool in detail.
67. Describe social media analytics tool in bried with example.
68. Detailed social media campmaign: The campaign can be any example presented in social media for Lead Generation. Describe the objectives for campaign, outline the tools, preapare budget for campaign.
69. Budget for social media plan: Based on the understanding of your client, prepare a budget for social media management. Include the individual cost of your tactis, your proposed social media campaign and social

media tools. Include the total cost as a bottom line of your budget. Include the ROI of your plan and why that budget should be allocated to social media.

List different types of content to be used in creating brand by using social media campaigns. Describe merits and demerits of each type of content used in social media.

Reference Books

26. Guy Kawasaki & Peg Fitzpatrick, "The art of social media: power tips for power users
27. Social media marketing all in one for dummies, Jan Zimmerman & Deborah N
28. Social media explained by Mark W. Schaefer

Online resources

http://www.gov.pe.ca/photos/original/IPEI_ebiz_smmkt.pdf

https://www.coursehero.com/file/10513028/Media-Management-Notes/

BBA- Sem -V (CBCS 2018)

506: Road Safety Management

Course Code	506	**Course Type**	GE / AECC
Credits	2	**Examination Pattern**	IA : 50 marks

Course Objectives:

The vehicle population in India is growing at an exponential rate. This phenomenon is bringing in its wake a host of health related, environmental, safety and behavioral problems in the society. The problem is compounded due to absence of effective means of mass transportation system in most big cities in India.

Learning Outcomes:

Unit 1 : Introduction to Road Safety Management
Importance and need of road safety management.
Unit 2: Management of Traffic and Traffic Rules.
Use of traffic signals, signs by hand, knowledge/applications of automatic signals, parking rules, driving around, Traffic islands ,traffic joints, subways and flyovers. Signs of roads: meaning of yellow, green and red lights, zebra crossings, bus stops, use of road by physically disadvantaged persons, elderly persons,women and children, special right of way for ambulance, firefighting vehicles,school bus and V.I.P vehicles
Unit 3 : Management of Road Mishaps and Accidents:
First aid to accident victims- First aid techniques, co-ordination with hospitals and other health centres for emergency treatment of accident victims, role of Insurance companies in providing relief to accidents victims, Management of Ambulance Services, Importance of voluntary blood donation in saving accident victims,Rehabilitation of persons affected by accidents.
Qualities of a good Driver: Good health, tolerance, responsibility, knowledge of rules and laws, self confidence, politeness, familiarity with the vehicle and its maintenance requirements, self discipline.

Reference Books :

23. Pratibha Shastri Ranade , Road Safety Management, ICFAI University

24. Vijay Vinayak Revankar, Road Safety – Vimleshwar Automobile Industry and Road Safety Community Forum

Online Resources:

MOOCs:

Alison

BBA- Sem -V (CBCS 2018)

506: Event Management

Course Code	506	**Course Type**	GE /AECC
Credits	2	**Examination Pattern**	IA : 50 marks

Course Objectives:
The basic purpose and spirit of this course is to expose the students to hands- on experience of event management.

Learning Outcomes:
The students are oriented to event management in order to strengthen their skills of planning, organizing and other such management functional skills.

Unit 1:
Introduction to Event Management
The concept of event. need and importance of events.

Unit 2:
Types of Events
Different types of event in Corporates, Social Programmes and Private Programmes.
Following units are entirely based on practice part of the event management.

Unit 3: Assessment of Events
Post event assessment of any 05 programmes

A student or a group of 03 students shall be assigned the event which has taken place in near past at any place and they shall make an inquiry into its success and effectiveness by rating them on the basis of appropriate parameters and shall submit the assignment to the respective teacher .
Preparation of Learning Value report :

A student shall prepare a report on what he learnt from the events and submit it to the concerned teacher. The report shall include mainly the description of occasion, the person involved and what guiding principles they have received from them

Reference Books :

9) S. R. Singh, Event Management, HPH.
10) Alex Genadelik, Event Planning: Management & Marketing For Successful Events: Becomean event planning pro & create a successful event series

Online Resources:
https://blog.komodoplatform.com/notes-on-social-media-and-community-management-for-blockchain-cryptocurrency-and-ico-projects-4d0f328bdfb3

MOOCs: Alison

BBA- Sem -VI (CBCS 2019)

601 : INTRODUCTION TO STRATEGIC MANAGEMENT

Course Code	601	**Course Type**	**Core**
Credits	4	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

- to understand the concept of strategy formulation and business policies for effective business functioning in an environment of change.
- to identify the opportunities and threads in environment critical internal appraisal of resources within an organization, so as to develop corporate and business strategies.

Learning Outcomes:

The students will learn the main concepts and thought processes in strategic management. Develops strategically as clear thinking rather than the blind use of other people's concepts.

Unit 1: **Introduction to Business Policy and Strategic Management.**

Concept, Nature, Importance, Objectives of Understanding Strategy- meaning and definition, Benefits of strategic management. Introduction, Meaning, Components of strategic management process. Vision, Mission, Objectives and Goals, Levels of Strategies.

Unit 2:Internal and Environmental Analysis.

Environmental Analysis- Competitive analysis, Michael Porters- Five forces model.

Internal Analysis- SWOT analysis, Identification of Distinct competencies.

Unit 3: Strategic Analysis and Choice

Strategic Analysis and Choice in Business Strategic alternatives

Evaluating and choosing Business strategies BCG matrix, Ansoff Matrix, GE9 Cell.

Unit 4: Corporate and Business Strategies

Foundations of Business Strategies, Types of business strategies. Levels of strategies, Various Corporate Strategies.

Unit 5: Strategic Implementation and Control.

Designing organizational structures for strategic implementation. Understanding strategic evaluation and control. Types of Control. Techniques of strategic evaluation and control.

Books Recommended:

1. Understanding Strategic Management by Anthony Henry, Oxford University Press

   Strategic Management by Chandrasekaran & Ananthanarayanan, Oxford
   Business Policy and Strategic Management; AzharKazmi; Tata McGraw Hill.
   Business Policy and Strategic Management; N.S. Gupta; Himalaya Publishing House.
   Management Policy and Strategic Management; Prof. R. M. Srivastava; Himalaya Publishing House.

   Business Policy and Strategic Management; William F. Glueck / Lawrence R. Jauch; McGraw-Hill series.

Supplementary Readings

70. Gerry Johnson & Kevan Scholes, Exploring corporate strategies, PHI
71. Upendra Kachru: Strategic Management, Excel books
72. Arthur A. Thompson Jr. and A.J. Strickland: Strategic Management – Concepts and Cases, McGraw-Hill Companies
73. Lawrence R. Jauch & William F. Glueck: Business Policy and Strategic Management (Mcgraw Hill Series in Management).

Online Resources:**Web Resources:**

https://www.strategicmanagementinsight.com/
http://www.1000ventures.com/bec_bestsites_strategy.html

MOOCs:**MOOCS:**

https://www.mooc-list.com/

https://www.coursera.org/

ttps://swayam.gov.in/

https://alison.com/

BBA - CBCS 2019 SEM V

602: Performance & Compensation Management

Course Code	**602**	**Course Type**	**Discipline Specific Elective**
Credits	4	**Examination Pattern**	UE + IA: 70:30

Objectives of the course:

- To understand the various dimensions of Compensation Management.
- To familiarize with the role of various bodies involved in Compensation Management.

Course Outcomes:

Students will be able to apply the concepts of performance appraisal and compensation management practically.

Unit 1:

Concept and objectives of performance management system, Performance appraisal and performance management, Performance Management – definition, objectives, need and measurement

Unit 2

Process of performance appraisal, issues and challenges in performance appraisal, documentation of performance appraisal, Methods of Performance appraisal – traditional methods, modern methods with advantages and disadvantages of each - appraisal interviews, performance feedback and counseling, use of technology and e-PMS, Ethical perspectives in performance appraisal.

Unit 3

Compensation – Definition, Classification and Types. Components of remuneration- basis pay, dearness allowance, flat and indexed DA, allowances and reimbursement,

Determining Compensation, Compensation Approaches. Compensation as a Retention Strategy, Financial and non financial compensation

Unit 4:

Performance Based Pay Systems, Incentives - incentive plans, developing effective incentive plans. Gain Sharing Incentive Plan – Enterprise Incentive Plan – Profit Sharing Plan- ESOPs – Compensation Management in Multi-National organizations

Unit 5

Reward systems, Perceptions of Pay Fairness – the legal environment, Legal Constraints on Pay Systems.Employee Benefits.- retirement benefits, perquisites, non-monetary benefits.

Books:

DewakarGoel, PERFORMANCE APPRAISAL AND COMPENSATION MANAGEMENT, PHI Learning, New Delhi.

Richard.I. Henderson, COMPENSATION MANAGEMENT IN A KNOWLEDGE BASED WORLD, Prentice Hall India, New Delhi.

Richard Thrope& Gill Homen, STRATEGIC REWARD SYSTEMS, Prentice Hall India, New Delhi.

Michael Armstrong & Helen Murlis, HAND BOOK OF REWARD MANAGEMENT, Crust Publishing House

Online Resources:

https://www.ideals.illinois.edu/bitstream/handle/2142/29159/onmeasurementofb1135venk.pdf?sequen ce=

MOOCs:

Modern Human Resource Management(Alison).

Principles of Human Resources Management (Swayam).

Managing employee compensation (Coursera)

BBA Semester VI

603 Enterprise Resource Planning (ERP)

Course Code	603	**Course Type**	SEC
Credits	4	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

- To understand the business process of an enterprise
- To grasp the activities of ERP project management cycle
- To understand the emerging trends in ERP developments

Content

Introduction

Overview of enterprise systems – Risks and benefits - Fundamental technology – key elements to be consider in planning design and implementation of multi functional integrated ERP systems

Functional Modules

Basics of ERP software - Small medium and large enterprise vendor solutions, BPR, Basics of ERP modules - Accounting and Finance, sales and Marketing, Materials and Production management etc

Implementation of ERP

Planning for ERP -Implementation life cycle , Methodology and Frame work- Training – Data Migration. People Organization in implementation

Post Implementation of ERP

Organizational and Industrial impact, Maintenance of ERP, Effect on System.

Recent Developments in ERP

Developments in IT Technology, Considerations for Customer Relationship Management, Supply Chain Management and Business analytics etc.

Mini Cases citing the ERP in business scenario.

Reference Books

- Mahadeo Jaiswal and Ganesh Vanapalli, ERP Macmillan India, 2006.
- Summer, ERP, Pearson Education, 2008.
- Jagan Nathan Vaman, ERP in Practice, Tata McGraw-Hill, 2008
- Vinod Kumar Grag and N.K. Venkitakrishnan, ERP- Concepts and Practice, Prentice Hall of India, 2006.
- Alexis Leon, Enterprise Resource Planning, second edition, Tata McGraw-Hill, 2008.

BBA CBCS 2019 SEM VI

604 : Enhancing Personal & Professional Skills

Course Code	604	**Course Type**	SEC
Credits	4	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

Students will be able

- To understand the importance of soft skills and personality development
- to learn how to build personality
- To stress upon the importance of time management

Learning Outcomes:

Students will be able

- to identify their strengths and weaknesses and be motivated to work upon them
- to Speak with clarity and confidence, thereby enhancing their employability skills.
- Identify his/her creative self, and express effectively the same

Unit 1:Introduction to Soft Skills

Skills to Master : Meaning and importance of soft skills, Types of soft skills, Social skills, thinking skills, exhibiting and identifying soft skills, improving soft skills.

Self Discovery: SWOT Analysis, JOHARI WINDOW, Developing positive attitude, Examples of positive attitudes, positive attitude and its results, Examples of negative attitudes , Negative attitude and its results.

Exercise: Top 60 soft skills, Measure your soft skills.

Unit 2: Art of Speaking(The Voice) :

Importance of voice clarity, Art of public speaking, Modulation, Intonation, Inflection, How to Overcome stage fear. Importance and benefits of public speaking. telephone speaking skills.

Exercise: Extensive exercise to be performed in class room speaking with necessary inputs on grooming, voice modulation eye-contact and consistency.

Unit3: Etiquette and Mannerism:

Introduction: Manners and etiquette, practicing good manners, Professional manners: Social skills, interacting with people. Politeness and amicability, sportiveness, valuing time, respectfulness, Mobile manners, Table etiquettes.

Professionaletiquettes: Etiquettes at meeting, dining.

TechnologyEtiquettes: Phone, Email, Social media, Video conferencing, Web interviews.

Business Correspondence: Writing business letters, Memos, placing orders, Invoice, quotations. Exercise: Writing letters.

Exercise :Analytical questions on etiquettes.

Unit 4: Stress and Time Management:

Stress Management: Identify the stress source, signs of stress, behavior identified
Time Management: The 80:20 rule. Take a good look at the people around you. Sense of time management, Four secrets of time management,
Effective scheduling : Grouping of activities, Five steps to successful time management.Overcoming procrastination and time management tips for students.
Exercise: Test your time management skills.

Unit 5: Team Building and Team work:

Introduction: Aspects of team building- skills needed for teamwork –A model of team building. Team Vs. Group. Characteristics of effective team. Role of team leader, Inter group collaboration, factors shaping inter-group collaboration.
Exercise: Test your teamwork skills.

Reference Books :

74. Dr. K . Alex: Soft skills, S. Chand
75. Gajendrasingh Chauhan, Sangeeta Sharma ,Soft Skills , Wiley.
76. Covey Steven,Seven Habit of Highly Effective Teens , New York, Fireside Publishers, 1998.
77. Carnegie Dale, How to win Friends and Influence People, New York: Simon & Schuster, 1998.
78. Thomas A Harris,I am ok, You are ok, New York - Harper and Row, 1972
79. Daniel Coleman, Emotional Intelligence , Bantam Book, 2006
80. Jack Canfield , The Success Principles.
81. *De. Bono E. "Lateral Thinking".*
82. *Kelley T, Kelley D. "Creative confidence Unleashing the creative potential within all of us."*

Website for Online courses: https://www.bvrit.ac.in/Freshman_Lab_Manuals/Professional%20Skills%20&%20Personality%20Development%20Lab/Professional%20Skills%20and%20Personality%20Development(PSPD).pdf https://www.learningtree.com/courses/297/personal-skills-training-for-professional-excellence/
MOOCs: https://onlinecourses.nptel.ac.in/noc17_hs11/preview https://www.coursera.org/specializations/wharton-success https://alison.com/courses/personal-development https://www.learningtree.com/courses/297/personal-skills-training-for-professional-excellence/

BBA- Sem -VI (CBCS 2019)

605: Disaster Management

Course Code	**605**	**Course Type**	**GE**
Credits	**2**	**Examination Pattern**	UE + IA: 70:30

Course Objectives:

To provide students an exposure to disasters, their significance and types.
To ensure that students begin to understand the relationship between vulnerability, disasters, disaster prevention and risk reduction
To gain a preliminary understanding of approaches of Disaster Risk Reduction (DRR)

Learning Outcomes:

Students will be able to develop rudimentary ability to respond to their surroundings with potential disaster response in areas where they live, with due sensitivity

Unit 1:
Introduction to Disasters: Concepts, and definitions (Disaster, Hazard, Vulnerability, Resilience, Risks)

Unit 2:
Disasters: Classification, Causes, Impacts (including social, economic, political, environmental, health, psychosocial, etc.) Differential impacts- in terms of caste, class, gender, age, location, disability Global trends in disasters -urban disasters, pandemics, complex emergencies, Climate change

Unit 3:
Approaches to Disaster Risk reduction: Disaster cycle - its analysis, Phases, Culture of safety, prevention, mitigation and preparedness community based DRR, Structural- nonstructural measures, roles and responsibilities of- community, Panchayati Raj Institutions/Urban Local Bodies (PRIs/ULBs), states, Centre, and other stake-holders.

Unit 4:
Inter-relationship between Disasters and Development: Factors affecting Vulnerabilities, differential impacts, impact of Development projects such as dams, embankments, changes in Land-use etc. Climate Change Adaptation. Relevance of indigenous knowledge, appropriate technology and local resources

Unit 5:
Disaster Risk Management in India Hazard and Vulnerability profile of India Components of Disaster Relief: Water, Food, Sanitation, Shelter, Health, Waste Management Institutional arrangements (Mitigation, Response and Preparedness, DM Act and Policy, Other related policies, plans, programmes and legislation)
Project Work: (Field Work, Case Studies) The project /fieldwork is meant for students to understand vulnerabilities and to work on reducing disaster risks and to build a culture of safety.

Projects must be conceived creatively based on the geographic location and hazard profile of the region where thecollege is located.

Suggestions For Project Work:

- ask students to explore and map Disaster prone areas, vulnerable sites, vulnerability of people (specific groups) and resources. The students along with teachers could work on ways of addressing these vulnerabilities, preparing plans in consultation with local administration or NGOs.

- Students may conduct mock drills in schools, colleges or hospitals. They could also work on school safety, safety of college buildings)training in first aid. Other examples could be- identifying how a large dam, road/ highway or an embankment or the location of an industry affects local environment and resources or how displacement of large sections of people creates severe vulnerabilities may be mapped by student project work.

Reference Books:

83. Disaster Management by R Subramanian – Vikas Publishing House
84. R. B. Singh, Disaster Management and Mitigation
85. Satish Modh – Introduction to Disaster Management, Macmillan Publishers India
86. Palaveniel Kathireshan, Disaster Management, Allied Publishers 2015.
87. Larry Collins, Disaster Management and Preparedness, CRC Press

Online Resources:

https://ndma.gov.in/en/

https://www.linkedin.com/pulse/disaster-management-definition-process-various-phases-chatterjee/

MOOCs:

www/Swayam

www/Alison

BBA- Sem -VI (CBCS 2018)

606: BUSINESS ETHICS

Course Code	606	**Course Type**	GE /AECC
Credits	2	**Examination Pattern**	IA : 50 marks

Course Objectives:

The objective of this paper is to make the students more clear about theimportance of ethics in business and practices of good corporate governance. It also talks about the corporate social responsibility

Learning Outcomes:

This course exposes the student to the issues of values and ethics in management so that decision making and decision execution are undertaken in a human manner, as this will add to the flexibility and dynamism of the corporate culture.

The course will take the student from managerial ethics to organizational ethics and business sustainability

Unit 1:

Ethics – Meaning, and Nature of Ethics. Types of Ethics, Importance of Ethics.

Business Ethics : Meaning, Nature and Importance of ethics in business, meaning of corporate social responsibility, Relation between corporate responsibility & Business Ethics.

Unit 2:

Concept of Morals, Values, Beliefs; Moral issues in business, Spirituality and Ethics; Influence of Major religions on ethics: Hinduism, Islam, Christianity, Buddhism, Sikhism, and Zoroastrianism.Influence of spirituality on ethics.

Unit 3:

Relationship between Business, Business Ethics & Business Development, Role of Business ethics in building a good society.

Case Studies on Business Ethics

Reference Books :

1. Management by Values; Chakraborty S.K.; OxfordUniversity Press, Kolkata 2005.

Professional Ethics by R. Subramanian, Second Edition, OXFORD
Theory and Practice of Managerial Ethics; Jayashree S. Sadri S. and Dastoor D.S.; Jaico , Mumbai.
New Mantras in Corporate Corridors, Sharma Subash New age International Publishers, New Delhi 2007.
Business Ethics and Corporate Governance (towards excellence and sustainability); Sadri S., Jayashree. Himalaya Publishing Co. Mumbai 2011.
Managing from the Heart: Unfolding spirit in people and organization; Wakalu, Arun: Response Books, New Delhi
Manuel G Velasquez : Business ethics- concepts and cases Pearson.
Bhanumurthy K V: Ethics and Social Responsibility of Business, Pearson Education India.

Online Resources:

https://managementhelp.org/businessethics/index.htm\

MOOCs:

https://www.edx.org/learn/business-ethics

BHARATI VIDYAPEETH
DEEMED TO BE UNIVERSITY, PUNE (INDIA)

(Established u/s 3 of the UGC Act, 1956 vide Notification No.F.9-15/95-U-3 of the Govt. of India)

*** Accredited 'A+' Grade (2017) By NAAC***

*** 'Category -I' University Status by UGC***

*** 'A' Grade University Status by MHRD Govt. of India ***

*** Ranked '63rd' by NIRF-2020 under University Category ***

"Social Transformation Through Dynamic Education"

SCHOOL OF ONLINE EDUCATION

Recognized by University Grants Commission- Distance Education Bureau (UGC-DEB), New Delhi

PROGRAMME PROJECT REPORT (PPR)
OF
MASTER OF BUSINESS ADMINISTRATION (MBA)

With effect from 2020-21

BHARATI VIDYAPEETH DEEMED TO BE UNIVERSITY, PUNE
SCHOOL OF ONLINE EDUCATION
Under: The Faculty of Management Studies
MASTER OF BUSINESS ADMINISTRATION (MBA)
(Choice Based Credit System)
To be effective from 2020-21

1. INTRODUCTION

The Master of Business Administration is a two-year program offered by Bharati Vidyapeeth(Deemed to be University), Pune and the same is delivered by online mode. Students enrolled for this program have guidance and traning from experienced faculty members across the nation. They are exposed to various resources online and offline, providing them the flexibility to learn according to their time constraints. This programme is very well received by the industry.

2. RATIONALE FOR SYLLABUSREVISION

The Vision and Mission statements of the MBA program embodies the spirit of the mission of the University and vision of Hon'ble Dr. PatangraojiKadam, the Founder of BharatiVidyapeeth and Chancellor, BharatiVidyapeeth(Deemed to be University), Pune , which is to usher in "Social Transformation Through DynamicEducation".

In view of the dynamic nature of the market, economy and evolving expectations of the stakeholders such as students, faculty members and industry in particular, the syllabus is revised periodically.

3. VISION STATEMENT OF MBAPROGRAMME

To facilitate creation of Dynamic and Effective Business Professionals, Managers and Entrepreneurs who can transform corporate sector that caters to the needs of the society and contribute towards Nation building.

4. OBJECTIVES OF THE MBA PROGRAMME

At Bharati Vidyapeeth (Deemed to be University), Pune the objective of MBA Program is to provide world class Business Education and develop dynamic managers, entrepreneurs and business leaders. The Program aims to enhance decision making capabilities of upcoming managers by imparting critical thinking and analytical abilities.

5. LEARNING OUTCOMES FROM THE MBAPROGRAMME

On the successful completion of this Program a student shall be able to:

1. Apply the knowledge of management theories andpractices to solvebusiness problems.
2. Foster analytical and critical thinking abilities for data-based decisionmaking.
3. Learn new technologies with ease and be productive at alltimes
4. Ability to understand, analyze and communicate global, economic, legaland ethical aspects ofbusiness.
5. Read, write, and contribute to Businessliterature
6. Ability to lead themselves and others in the achievement of organizationalgoals, contributing

effectively to a teamenvironment.

6. ACADEMICPLANNER

	For June Admission Session Students	For January Admission Session Students
Admission Date	1st September to 31st October	1st February to 31st March
Eligibility Document Submission	1st September to 30th November	1st February to 30th April
Internal Home Assignment Submission	**For Sem - I, III -** October to November **For Sem - II, IV -** April to May	**For Sem - I, III -** April to May **For Sem - II, IV -** October to November
Examination Form Submission	**For Sem - I, III -** October to November **For Sem - II, IV -** April to May	**For Sem - I, III -** April to May **For Sem - II, IV -** October to November
University Examinations	**For Sem - I, III** –January-February **For Sem - II, IV** –June-July	**For Sem - I, III** – June-July **For Sem - II, IV** –January-February

7. ADMISSIONPROCEDURE

The Application Form is available on website of BVDU School of Online Education i.e. bharatividyapeethonline.com. The candidate will have to apply for admission to any academic programme of his / her choice thorough online. The candidate will be admitted provisionally to the programme on verification of the eligibility for admission. He / She will be asked to complete the eligibility requirement by submitting the required Marksheets, Leaving/Transfer Certificate, Educational Gap Certificate (if required), Aadhaar Card etc. After verification of required documents candidate admission will beconfirmed.

8. ELIGIBILITY FOR ADMISSION TO THISCOURSE

Admission to the programme is open to Any Graduate (10+2+3) of any recognized university satisfying the following conditions:

1. The candidate should have secured at least 50% (45% for SC/ST) in aggregate at graduate level universityexamination.
2. The Candidate applying in final year of Bachelor's degree may also apply. Admission of such candidates will remain provisional admission until submission of final result certificates inoriginal.

9. DURATION

The minimum duration of the MBA degree programme is two years divided into four semesters although student may complete the programme gradually within a maximum period of Four years. If Programme is not completed successfully during Four years, he/she will be required to take fresh admission.

10. MEDIUM

The medium of instruction and examination is English only.

11. FEE STRUCTURE

Sr. No.	Particular	I Year
1	Admission Fee	1000/-
2	Tuition Fee	20000/- per semester
3	Examination Fee	21960/- (combined for all 4 semesteres)
4	Other Charges	900/- (combined for all 4 semesteres)
Total		**102860/-**

12. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

r. No.	Programmes	Total Programme Fees	Admission Fee	uition Fee	tudy Material Development Cost	Contact Lectures Cost	Other Administrative / Educational Expenses
1	M.B.A.	102860/-	1000/-	80000/-	20,00,000/-	0000/- per semester	20,00,000/-

13. STUDENT SUPPORTSERVICES

a) StudentCounseling:-

Full time Student Counseling Desk is available at BVDU School of Online Education, Pune (Head Quarter). Student can contact to this office and get detail information related to Admission, Programme eligibility, Programme fees, Important Dates related to all Academic Activities, details of Learning Support Centers, Information of Examinations etc. As well as student can contact to this office through email for theirqueries.

b) Personal Contact Session(PCP):-

Personal Contact Sessions conducted by School of Online Education and organized on holidays, normally at time convenient to the student, during which a qualified expert faculty gives explanations and help to clear the doubts and difficulties of the students and also delivering instructions to the students about study material.

c) E-LearningSupport:-

The electronic versions of learning resources in mobile-ready formats are available freely on 'SWAYAM Platform' for students. Details programme Syllabus; Videos of Expert Lecturers on various Topics, Self Learning Material, and Old Question Papers are also available on this portal. Student can easily access this instructional material.

d) Self Learning Material(SLM):-

Soft Copies of Self Learning Materials (SLM) is shared with the students as soon as they get admitted to the course.

14. METHODS AND MEDIA USED IN SELF INSTRUCTIONAL MATERIAL DELIVERY

Self Instructional Material is delivered in various media. Soft Copies of Self Learning Materials (SLM) is available to the students on their Swayam Login. The same is also sent to them via email once they get admitted to the course.

15. FACULTY AND SUPPORTSTAFF

As per the requirement of programme faculties (internal and external) are available in adequate number. They are conducting all academic activities related to this programme

16. EVALUATION OF LEARNER

As a part of evaluation of learner, following activities are conducted.

-Continuation / Internal Assessment of each subject in the form of assignments and case studies.

-Detailed question bank is provided to the students for preparation for exam.

-Question Papers Sets with mixed pattern of Multiple Choice Questions and subjective questions.

17. STRUCTURE OF THEPROGRAMME

The MBAis of 102 credits, which need minimum two years divided into four semesters to complete. During third semester students have to opt for specialization and study, the specialization courses in depth. The programme also includes a Capstone Project for 6 credits. The medium of instruction and examination will be only English. A student would be required to complete the course within FOUR academic years from the date of admission.

18. CREDITS:

The definition of credits is based on the following parameters:

i) Learning hours put in by the learner
ii) Learning outcomes
iii) Contents of the syllabus prescribed for the courseetc.

In this system each credit can be described as:

For 2 Credits Students Should Complete Following	
Assignments	2
Synchronous Chat	12 Hrs
Asynchronous Discussion Forum	24 Topics per course as per subject

e-content (in terms of units)	6-8 units
Study Inputs	120 Hrs

19. A) SCHEME OFEXAMINATION

Courses having Internal Assessment (IA) and University Examinations (UE) shall be evaluated by the respective Learner Support Centre and the University at the term end for 30(Thirty) and 70(Seventy) Marks respectively. The total marks of IA and UE shall be 100 Marks and it will be converted to grade points andgrades.

Courses having **only Internal Assessment (IA*)*** the respective Learner Support Centre will evaluate the students in various ways through **Online Test, Quiz, Home Assignmentsand Mini Projects**for a total of 50 marks during the term. Then the marks will be converted to grade points and grades.

Open Courses shall be evaluated for 50 marks only (Fifty marks only).

B) COMPONENTS OF CONTINUOUS EVALUATION SYSTEM:

Following are the suggested components of CES,

a) Case Study/Caselet/SituationAnalysis
b) HomeAssignments
c) IndustryAnalysis
d) Online Businessplan
e) Online Quiz
f) Workbook /scrapbook
g) Mini ResearchProjects

20. GRADING SYSTEM FOR PROGRAMMES UNDER FACULTY OF MANAGEMENTSTUDIES:

The Faculty of Management Studies, Bharati Vidyapeeth (Deemed to be University), Pune has suggested the use of a 10-point grading system for all programmes designed by its Board of Studies.

The 10 point Grades and Grade Points according to the following table

Range of Marks (%)	Grade	Grade Point
80≤Marks≤100	O	10
70≤Marks≤80	A+	9
60≤Marks≤70	A	8
55≤Marks≤60	B+	7
50≤Marks≤55	B	6
40≤Marks≤50	C	5
Marks < 40	D	4

21. STANDARD OFPASSING:

For all courses, both UE and IA constitute separate heads of passing (HoP). In order to pass in such courses and to earn the assigned credits, the learner must obtain a minimum grade point of 5.0 (40% marks) at UE and also a minimum grade point of 5.0 (40% marks) at IA.

- If learner fails in IA, the learner passes in the course provided, he/she obtains a minimum 25% marks in IA and GPA for the course is at least 6.0 (50% in aggregate). The GPA for a course will be calculated only if the learner passes atUE.
- A student who fails at UE in a course has to reappear only at UE as backlog candidate and clear the Head of Passing. Similarly, a student who fails in a course at IA he/she has to reappear only at IA as backlog candidate and clear the Head of Passing to secure the GPA required forpassing.
- The performance at UE and IA will be combined to obtain GPA (Grade Point Average) for the course. The weights for performance at UE and IA shall be 70% and 30%respectively.
- GPA is calculated by adding the UE marks out of 70 and IA marks out of 30.The total marks out of 100 are converted to grade point, which will be theGPA.

22. FORMULA TO CALCULATE GRADE POINTS(GP)

Suppose that "Max" is the maximum marks assigned for an examination or evaluation, based on which GP will be computed. In order to determine the GP, Set x = Max/10 (since we have adopted 10 point system). Then GP is calculated by the following formulas

Range of Marks	Formula for the Grade Point
$8x \leq$ Marks$\leq 10x$	10
$5.5x \leq$ Marks$\leq 8x$	Truncate (M/x) +2
$4x \leq$ Marks$\leq 5.5x$	Truncate (M/x) +1

Two kinds of performance indicators, namely the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a learner in all the courses in a particular semester, while the CGPA measures the cumulative performance in all the courses since his/her enrollment. The CGPA of learner when he/shecompletestheprogrammeisthefinalresultofthelearner. The SGPA is calculated by theformula

$$SGPA = \frac{\sum Ck * GPk}{\sum Ck}$$

where, Ck is the Credit value assigned to a course and GPk is the GPA obtained by the learner in the course. In the above, the sum is taken over all the courses that the learner has undertaken for the study

during the Semester, including those in which he/she might have failed or those for which he/she remained absent. **The SGPA shall be calculated up to two decimal place accuracy.**

The CGPA is calculated by the following formula

$$CGPA = \frac{\sum C_k * GP_k}{\sum C_k}$$

Where, Ck is the Credit value assigned to a course and GPk is the GPA obtained by the learner in the course. In the above, the sum is taken over all the courses that the learner has undertaken for the study from the time of his/her enrollment and also during the semester for which CGPA is calculated. **The CGPA shall be calculated up to two decimal place accuracy.**
The formula to compute equivalent percentage marks for specified CGPA:

% marks (CGPA)	10 * CGPA-10	If 5.00 ≤ CGPA ≤ 6.00
	5 * CGPA+20	If 6.00 ≤ CGPA ≤ 8.00
	10 * CGPA-20	If 8.00 ≤ CGPA ≤ 9.00
	20 * CGPA-110	If 9.00 ≤ CGPA ≤ 9.50
	40 * CGPA-300	If 9.50 ≤ CGPA ≤ 10.00

23. AWARD OFHONOURS:

A student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honors are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
9.5≤CGPA ≤10	O	Outstanding	80≤Marks≤100
9.0≤CGPA ≤9.49	A +	Excellent	70≤Marks≤80
8.0≤CGPA ≤8.99	A	Very Good	60≤Marks≤70
7.0≤CGPA ≤7.99	B +	Good	55≤Marks≤60
6.0≤CGPA ≤6.99	B	Average	50≤Marks≤55
5.0≤CGPA ≤5.99	C	Satisfactory	40≤Marks≤50
CGPA below 5.0	F	Fail	Marks below 40

24. ATKTRULES:

A student is allowed to carry any number of backlog papers of Semester I and Semester II while going into Semester III. However, a student must clear all papers of Semester I and Semester II so as to become eligible for appearing in Examinations at Semester IV.

25. . STRUCTURE OF THE SYLLABUS

The MBAProgramme as per Semesters, Credits and Marks is as follows:

Semester	Credits	Marks Distribution
I	26	850
II	26	850
III	26	950
IV	24	750
Total	**102**	**3400**

The detailed structure is as follows:

MBA – – SOE - Semester I

Course Code	Semester – I	Credits	UE	IA	Total Marks	Examination Pattern
101	Management Concepts & Applications	4	70	30	100	UE & IA
102	Managerial Economics	4	70	30	100	UE & IA
103	Financial & Management Accounting	4	70	30	100	UE & IA
104	Organizational Behaviour	4	70	30	100	UE & IA
105	Statistical Techniques	4	70	30	100	UE & IA
106	Legal Aspects of Business	4	70	30	100	UE & IA
Open Course	Soft Skills / Waste Management/ Life Management Skills	2	-	50	50	IA
	Total No of Credits	26			650	

MBA - – SOE -Semester II

Course Code	Semester – II	Credits	UE	IA	Total Marks	Examination Pattern
201	Marketing Management	4	70	30	100	UE & IA
202	Financial Management	4	70	30	100	UE & IA
203	Human Resource Management	4	70	30	100	UE & IA
204	International Business	4	70	30	100	UE & IA
205	Production & Operations Management	4	70	30	100	UE & IA
206	Research Methodology	4	70	30	100	UE & IA
Open Course	Event Management / Social Media Management / Current Affairs	2	-	50	50	IA
	Total No of Credits	26			650	

MBA - – SOE - Semester III

Course Code	Semester – III	Credits	UE	IA	Total Marks	Examination Pattern
301	Strategic Management	4	70	30	100	UE & IA
303	Entrepreneurship Development	4	70	30	100	UE & IA
See groups	Specialization - E-(i)	4	70	30	100	UE & IA
See groups	Specialization - E-(ii)	4	70	30	100	UE & IA
See groups	Specialization - E-(iii)	4	70	30	100	UE & IA
See groups	Specialization - E-(iv)	4	70	30	100	UE & IA
Open Course	SWAYAM Course*	2	- -	100	100	IA
	Total No of Credits	26			700	

MBA - – SOE - Semester IV

Course Code	Semester IV	Credits	UE	IA	Total Marks	Examination Pattern
See groups	Specialization - E-(v)	4	70	30	100	UE & IA
See groups	Specialization - E-(vi)	4	70	30	100	UE & IA
See groups	Specialization - E-(vii)	4	70	30	100	UE & IA
See groups	Capstone Project	6	100	-	100	UE & IA
Open Course	Data Analysis Using Software Tools (SPSS) / E-commerce Applications / ERP	3	-	-	50	IA
Open Course	Data Analysis Using Software Tools (MS Excel) / Supply Chain Management / Introduction to Business Analytics	3	-	-	50	IA
	Total No of Credits	24			500	

LIST OF SPECIALIZATION – ELECTIVES

MBA Programme Specializations	
Marketing Management Specialization	
Specialization - E - (i)	Consumer Behaviour
Specialization - E - (ii)	Services Marketing
Specialization - E - (iii)	Sales and Distribution Management
Specialization - E - (iv)	Integrated Marketing Communications
Specialization - E - (v)	Retail Marketing
Specialization - E - (vi)	Digital Marketing
Specialization - E - (vii)	Product and Brand Management
Financial Management Specialization	
Specialization - E - (i)	Investment Analysis & Portfolio Management
Specialization - E - (ii)	Corporate Taxation
Specialization - E - (iii)	Management of Financial Services
Specialization - E - (iv)	Financial Statement Analysis
Specialization - E - (v)	International Financial Management
Specialization - E - (vi)	Financial Risk Management
Specialization - E - (vii)	Corporate Finance
Human Resources Management Specialization	
Specialization - E - (i)	HRP - Recruitment and Selection
Specialization - E - (ii)	Training & Development
Specialization - E - (iii)	Employee Relationship Management
Specialization - E - (iv)	Managerial Competencies & Career Development
Specialization - E - (v)	Personnel Cost & Compensation Management
Specialization - E - (vi)	Performance Management System
Specialization - E - (vii)	Labour Laws
Operations Management Specialization	
Specialization - E - (i)	Quality Management
Specialization - E - (ii)	Production Planning & Control
Specialization - E - (iii)	Logistics & Supply Chain Management
Specialization - E - (iv)	Industrial Management
Specialization - E - (v)	World Class Manufacturing
Specialization - E - (vi)	Business Process Re-engineering
Specialization - E - (vii)	Environment , Health & Safety
Project Management Specialization	
Specialization - E - (i)	Managing IT Projects
Specialization - E - (ii)	Scheduling & Tracking of Projects
Specialization - E - (iii)	Managing Project Teams & Resources

Specialization - E - (iv)	Estimating Software Projects & Managing Costs
Specialization - E - (v)	Business Analysis
Specialization - E - (vi)	Software Engineering & Quality Management
Specialization - E - (vii)	Using System & Tools in Projects

SCHOOL OF ONLINE EDUCATION,

MBA SEMESTER –I SYLLABUS

(w.e.f. 2020 – 21)

Semester I

MBA Semester I

MANAGEME NT CONCEPTS AND APPLICATIONS

Course Objectives:

1 To impart the understanding of basic management concepts.

2 To familiarize the learner about application of Management concepts.

3 To expose learner with basic concepts of functional management.

Syllabus:

Unit	Contents
1	INTRODUCTION TO MANAGEMENT: A. Introduction to Management- Definitions & Characteristics of Management-Scope of Manage ment-Management – Science or Art?-Functions of Management. Administration and Organization B. The Evolution Of Management T houghts- Fredrick Taylor & Scientific Management, Henry Fayol- Ge neral Principles Of Management,.
2	Management Functions – concep t of "POSDCORB", Staffing,
3	PLANNING & ORGANIZING: A. Planning-Introduction to Planning & its Importance-Definitions-Benefits / Importance of Plan ning-Nature of Planning-Planning Process-Types of Planning- Repeated Use Plan-Single Use Plan. B. Organization-Introduction & Definition-Why study Organization?-Principles of Organization-Creating an Organization Structure-Infor mal Organization- Departmentalization, line and staff relationship
4	DIRECTING , COORDINATING A. Span of Management-The Conc ept of Authority & Responsibility Definitions-Different views on Authority, Power & Authority, Limits of Authority, Centralization & Decentralization, Responsibility, B. Delegation of Authority, Advantages of Effective Delegation, What to delegate & What not to deleg ate?-Barriers to effective delegatio n-Guidelines for effective delegation-Distinctions between Delegation & Decentralization-
5	CONTROL A. Controlling- Basic Concept, Relationship between Planning & Controlling. The Basic Control Pro cess, Requirement for Effective Control, Control Techniques, Use of IT for Controlling. B. Zero Base Budgeting and M anagement audit
6.	FUNCTIONAL DEPARTMENTS AND SECTIONS - HR, Marketing, Production & Operations, Finance, etc. INTRODUCTION TO BUSINESS SECTORS: Manufacturing (Automobile, Pharmaceutical, etc), Service (IT, Tele com, Banking, Insurance, etc)

Suggested Readings

Koontz & O'Donnel	Principles Principles and Practice of Management of Management (McGraw Hill) -
L.M. Prasad	Princ iples and Practice of Management
Tripathi & Reddy	Principles and Practice of Management
Websites	1. https://india.gov.in/ 2. http://pmindia.gov.in/en/ 3. http://www.makeinindia.com/policy/new-initiatives 4. https://mygov.in/group/digital-india 5. www.skilldevelopment.gov.in/World%20Youth%20Skills

MBA Semester I
MANAGERIAL ECONOMICS

Course Objectives:

To impart knowledge about the theories of Economics required in Business scenarios
to train the students to apply this theoretical knowledge to practical business situations

Unit	Contents
1	Introduction to Economics For Business
	Introduction to Economics, Nature and Scope of Managerial Economics, Significance of managerial economics in decision making. Firm and its Objectives, Theories of Firm, Relevance of Profit Maximization in Modern Context, Role of a managerial economist
2	Demand Analysis:
	Theory of Demand, Law of demand, Determinants of Demand,
	Elasticity of Demand – Price, Income, Cross and Advertising elasticity, Uses of Elasticity of Demand for managerial decision making,
	Market Demand and Company Demand, Demand Estimation, Demand Forecasting - meaning, significance and methods, Demand forecasting of a new product.
3	Supply Theory:
	The Theory of Supply, Law of supply, supply elasticity – use in managerial decision making,
4	Costs
	Cost concepts and analysis, Classification of Costs - Short Run and Long Term Costs, Cost Function - short run and long run cost curves and its managerial uses.
	Least Cost Combination of Inputs, Producer's equilibrium, Law of Variable Proportions, Returns to Scale, Scale Economies, Scope Economies,
	Estimation of Cost Function - Problem of Estimation of Cost and Production Function, Dual Relationship Between Cost and Production Function, L-Shaped Cost Function
5	Market Structures
	Market equilibrium and Average Revenue concept,
	Market Structure: Perfect Competition: meaning, features and determination of price under perfect competition.
	Monopoly: Features, pricing under monopoly, Price and Output, Discriminating Monopoly, Relationship under different market structures,
	Pure and Perfect Competition: Monopolistic Competition – features, pricing under monopolistic competition, product differentiation
	Oligopoly – features, Oligopoly and barrier to entry, price leadership
	Pricing Strategies: Price Determination, full cost pricing, product line pricing, price skimming, penetration pricing.
	Prisoner's Dilemma and Game Theory approach to oligopoly decision making
6	National Income: Concepts and Various methods of measurement of National Income, Inflation – Meaning, types and Causes, Business cycle, Profit concept and major theories of profit.
	Fiscal policy and impact on Managerial decision making

Teaching Methodology

Case Study Method and Mathematical Applications along with theoretic explanations.

Suggested Readings

Adhikari , M. — Managerial Economics, Khosla Publication House, New Delhi, 1999

Artis M. J, — Macro Economics, Oxford University Press, 1985 Reprint

Craig P.H and W Chris Lewis — Managerial Economics, Prentice Hill Ltd, New Delhi

Bayes Michael — Managerial Economics and Business Strategy, Irwin, Chicago, 1997

Dean Joel — Managerial Economics, Prentice Hill Ltd, New Delhi

MBA Semester I

Financial and Management Accounting

Course Objectives:

To acquaint the students with the funda mentals of Financial Accounting.

To orient the students to the Accounting process involved in preparation of Books of Accounts and Fina ncial Statements

To familiarize the students with the con cepts of Cost and Management Accounting and applications of Man agement Accounting techniques

Unit	Contents
1	Introduction to Financial Accounting
	Meaning, Objectives and Scope of Financial Accounting, Accounting Concepts and Conventions, Accounting Cy cle, Role of Accountant in an organization
2	Accounting mechanics
	Principles of Double Entry Book-Keepin g, passing of accounting entries in Journal, Ledger and Preparation of Trial Balance, Preparation of Trading, Profit & Loss Account and Balance Sheet of a Sole Proprietor
3	Introduction to International Accounting Standards:
	Development of international accounting and financial reporting rules, need for
	International Financial Reporting Standards (IFRS), Disclosure of Accounting Policies , reporting needs of e merging economies, IFRS for Small and Medium Enterprises(SMEs).
4	Introduction to Cost and Management Accounting
	Cost Accounting – Meaning, Importance, Classification of Costs, Preparation of Cost sheet.
	Nature and Scope of Management Accou nting, Distinction between Financial and Management Accounting.
5	Techniques of Management Accounting (Budgetary Control)
	Budgeting and Budgetary Control – Meaning, Objectives, Advantages and Limitations of Budgeting, Types of Budget, Practical Questions on Cash Budget and Flexible Budget
6	Techniques of Management Accounting (Standard Costing and Marginal Costing)
	Standard Costing – Meaning and Application, Essentials of standard Costing, Variance Analysis- Material an d Labour Cost Variances.
	Marginal Costing – Meaning of Margi nal Cost, Characteristics of Marginal Costing, Cost-Volume-Profit A nalysis – rofit/Volume ratio, Break-Even Analysis and Margin of Safety

Teaching Pedagogy:

Classroom lectures (two way communic ation)

Classroom discussions by solving Case S tudy and Real Life Examples

Audio Video Material (Analysis done by Finance heads of companies, news channels etc.) Self study

Group Project (Application by impleme ntation of concepts in the Financial Statements of the companies)

Suggested Readings

1	R.L.Gupta, M.Radhaswami	Advanced Accountancy
2	S.N. Maheswari, S.K.Maheshwari	An Introduction to Accounting
3	Ashok Seghal, Deepak Sehgal	Taxman's Financial Accounting
4	M N Arora	Cost and Management Accounting,Vikas publications Eighth Edition
5	Colin Drury of Huddersfield	Cost and Management Accounting:6th edition, ISBN 18430349X
6	Pauline Weetman	Financial and Management Accounting – An introduction by 5th edition

MBA Semester I

O RGANIZATIONAL BEHAVIOUR

Course Objectives:

To introduce the role of individual, group and organizational processes on individual behaviour in a work setting

To give insights on how concepts of orga nizational behaviour are applied by management practitioners and organizations

Unit	Contents
1	Introduction to Organizational Behaviour and Individuals in Organization -
	Definition - Evolution of the Concept of OB- Contributions to OB by major behavioural science disciplines - Challenges and Opportunities for OB managers - Models of OB study
	The nature of organisations: Compon ents of organisations; Organisations as open systems, Managers in organisations, Productivity and mana gerial performance, Organisational behaviour and the workplace, Man aging organisational transitions, Managing new forms of Organisation.
2	Learning, Perception, Attitudes and values
	Concept of learning, Theories of Lea rning – Learning curves. Perception – Factors influencing perception, Process, Managerial im plications -Perception and attribution: meaning, halo effect, stereotyping, pigeon holing,
	Attitudes and Job Satisfaction - Co mponents of Attitude - Major Job Attitudes - Job Satisfaction, Job involvement, Organizational Commitment. Personality and Values - Personality Determinants - MBTI, Big - Five Model, Values - Formation - Types of Values
	Principles of reinforcement – schedules of reinforcement,
3	Motivation Concepts to applications
	Concept of motivation - Definition - T heories of Motivation - Maslows' need Theory Herzberg, McClelland, P orter and Lawler Model, ERG Theory - The ory X and Theory Y - Two Factor Theory - Equity Theory - Vroom's Expe ctancy Theory – Application of Motivation c oncept, Individual motivation and motivation in the organization, Cultu ral Differences in Motivation, Intrinsic a nd Extrinsic Motivation, The Job Characteristics model
	– Work Redesign
4	Foundations of Group Behaviour
	Group - Formation of Group - Classification - informal and formal groups, Group Properties - Roles, norms, status, size and cohesiveness - Group decision making –
	Teams: team building: selecting team members, team roles, stages in team development, team building, team identity, team loyalty, commitment to shared beliefs, multi-disciplinary teams, Team Dynamics: decision-m aking behaviour, dysfunctional teams, Understanding teams - creating effective teams.
	Conflict - Process - Conflict managem ent
5	eadership
	Concept of Leadership - Traits of good Leader - Difference between Leader and Manager - Theories of Leadership - Ohio State and Michigan Studies - Blake and Mouton theory - Fielders model - Likert's model. Managers as leaders. 3D leadership model. Leadership Styles. The management Grid, Future perspectives of Leadership
6	Emerging Issues: Stress: meaning and types, burnout, strategies to manage stress, Workforce diversity. Culture - Definition, Culture's function, need and importance of Cross Cultural training - Organizational Change

Suggested Readings

1	Robbins, Timothy Judge, Seema Sanghi	Organizational Behaviour - Prentice Hall, 12 edition	Stephen Pearson
2	Fred Luthans	Organizational Behaviour, Mc Grow Hill Inc	
3	John Newstrom and Keith Davis	Organizational Behaviour, Tata	McGrow H ill, 11 edn
4	Kavita Singh	Organizational Behaviour , Pearson Publication	

MBA Semester I

Statistical Techniques

Course Objectives:

To familiarize the students with the basic statistical techniques and their applications in business decision-making

To develop the quantitative skills of th e students so as to make them skilled at understanding data, comparing two or more data sets and predicting business data etc.

Contents

1 Importance of Statistics in Business Management Domain

Business Statistics: Definition, Importance in management domain Organizing data: Frequency distribution, types of frequency distribution Diagrams and Graphs - Diagrammatic presentation of data, Graphs - Frequency polygon and frequency curve, Histograms, Cumulative Frequency Curves (ogives).

2 Measures of Central Tendency and Dispersion

Measures of Central Tendency: Arithmetic Mean, Median, mode, partition values – quartiles, deciles and percentiles, Applications in business. Measures of Dispersion: Range, Semi Inter-quartile range, mean deviation, standard deviation, coefficient of variation, methods of calculation and applications.

3 Correlation Analysis

Definition, Types of correlation, methods of studying correlation– Scatter Diagrams, Karl Pearson's coefficient, Rank correlation, coefficient of determination. Application of Correlation to business and management

4 Regression Analysis

Definition, significance of regression method, regression lines, regression coefficient, Applications in business

5 Probability and Probability Distribution

Sample space, events, basic rules of probability, random variable, conditional probability, Bayes' theorem

Probability Distributions- Binomial distribution, Poisson distribution & Normal distribution. Problems based on Business applications.

6 Association of Attributes

Introduction, Notations, Classes and Class frequencies, Order of classes and Class Frequencies, Relation between Class frequencies: two attributes and three attributes, Yule's Coefficient of association and interpretation Decision Making: Process of decision making, types of decision. Risk, uncertainty, etc. Criterion of decision making

Teaching Pedagogy

Suggested Readings

1	S.C. Gupta & Indira Gupta	Business Statistics
2	Richard I. Levin & David S. Rubin	Statistics for Management
3	Hooda R. P.	Statistics for Business and Economics, (2010, 4e), Macmillan
4	Terry J K (2007)	Business Statistics 2/e, Pearson Education, New Delhi
5	David and Lori	(2008) Applied Statistics in Business and Economics, Tata Mc Graw Hill
6	Q. Zamiruddin & V.K. Khanna, S. K. Bhambri	Business Mathematics
	Bhardwaj R. S.	Business Statistics

MBA Semester I

Legal Aspects of Business

Course Objectives:

To provide students with in-depth understanding of business related laws

Unit	Contents
1	The Indian Contract Act 1872: Essential elements of a contract, performance and discharge of a contract, Offer and Acceptance, Consideration, Legality of
2	The Sale of Goods Act 1930 Formation of a contract of sales and its features, Conditions and warranties, Rights of an unpaid seller, Types of Goods,
3	The companies Act 1956 & Companies Act, 2013 Comparative Study of the Companies Act, 1956 and the Companies Act, 2013 on the basis of the following Kinds of companies, Formation of a company, Memorandum of Association(M/A), Articles of Association(A/A), Prospectus, Meetings, Appointment and Removal of Directors, Shares, types of shares and dividends.
4	The Arbitration and Concilliation Act 1996 - Definition - Arbitration Agreement - Composition of Arbitral Tribunal - Jurisdiction of Arbitral Tribunal - Conduct of Arbitral Proceedings
5	Consumer Protection Act, 1986. Introduction, consumer and consumer disputes, Definitions of Consumer, Complainant, Goods, Service - Meaning of Consumer Dispute Complaint - Unfair Trade Practices – Restrictive Trade Practices Rights of Consumers Consumer Disputes Redressal Agencies, consumer protection councils Objectives and Need of the Competition Act , 2002
6	The Information Technology Act, 2000 Introduction, Digital Signatures, Electronic governance, Cyber Laws, Cyber crime – types and remedies, Electronic records, controlling and certifying authority, cyber regulation appellate tribunals, Important Provision of Information Technology Act 2000 Intellectual Property Rights: Introduction, Scope and objective of Patent Act, 1970. Patentable and Non-patentable inventions. Types and overview of IPR, Types of Patents, Trademarks, Copyrights, Industrial designs, Important provisions with respect to – registration, renewal, revocation, remedies in case of infringement etc.

Reference Material

Suggested Readings

1	N. D. Kapoor	Mercantile Law, Sultan Chand & Sons
2	Dr. B. L Wghera	Universal Law Publication, Law relating to Intellectual Property
3	Dr. Paranjpe	The Arbitration and ADR
4	Dr. M. Dasgupta	Cyber Crime in India
5	Akhileshwar Pathak	Legal Aspects of Business, TMH, 3/e, 2009
6	K.R. Bulchandani	Business Law for Management, Himalaya Publications, 2008

MBA Semester I

Soft Skills

Course Objectives:

To sensitize the students about the current environmental & health related issues that comes from inadequate waste management.

To Understand the problems caused by inadequate waste management and possible solutions for the same and create environmentally responsible citizens

Unit	Contents
1	SWOT Analysis : Basics of PERSONAL SWOT analysis, Identifying Strengths, Weaknesses, Deficiencies ETC. Performing SWOT on yourself
2	The Art of Effective Communication: Presentation skills Group Discussion, Debates
3	Time Management :Importance of setting Tasks Applying basic principles of Time management; identify productivity cycles, and set goals and priorities Create a time management plan and a daily plan Effectively utilize time by using technology and reducing time wastage. Manage interruptions, increase meeting productivity, overcome personal time wasters, and prevent personal work overloads. Screen and organize information to reduce information overload.
4	Public Speaking Skills : Public Speaking skills Emoting: Importance of Eye Contact, Audience engagement Forms of speech, Content Preparation, Debating, Extempore - Do's and Don'ts
5	Body Language: Details about body language for effective communication
6	Verbal communication in practice, Speaking Skills, Assertiveness, Strategies For Assertiveness : Use Of Language, Empathetic Presentation, Paraphrasing, Asking Questions, Visualization And Realization Of Goal, Create A Positive Impression, Indicators Of Assertive Behavior, How To Say No,(Provide reason and logic, Broken Record, Rain Check) Listening Skills : Importance of listening, Techniques of effective listening, practical exercise on improving listening skills

MBA Semester I

Waste Management

Course Objectives:

To sensitize the students about the current environmental & health related issues that comes from inadequate waste management.

To Understand the problems caused by inadequate waste management and possible solutions for the same and create environmentally responsible citizens

Unit	Contents	Sessions
1	Introduction to Ecosystem and Waste Management. Types, Importance and Need of Waste Management - Waste Management practices in Indian Industries – Future challenges in Waste Management. Ecosystem - Meaning, Types, Components, Structure and Functions, Levels of organization in nature- Food chain and Tropic structure, Biogeochemical Cycles, Energy flow - Definition	
2	Collection and Disposal of Waste Site selection and plant layout of an incinerator, Collection of Waste, problems in collection of waste, Waste Disposal methods- Landfill, Incineration/Combustion, Recovery and Recycling, Composting	
3	Electronic Waste Management. E-Waste - Meaning, Sources of E-Waste and their effects on environment and human beings	

4 Students shall undertake desk research on e- waste management systems adopted by commercial organisations.

5 Students shall visit Waste Management Department of Local Administrative Bodies like Municipal Corporation, Municipal Councils etc. and prepare a report on how waste management is done in their area.

6 Report Preparation and Presentations on Unit no. 4 and 5

A) Class Participation – 10 Marks
B) Presentation – 10 Marks
C) Mini Project Report – 10 Marks
D) Viva – voce Examination on Mini Project Report at end of term – 20 Marks

References:

1. Solid Waste Management : Subhash Anand, Mittal Publications, New Delhi (2010)
2. E- waste: Implications, Regulations and Management in India abd Current Global Brst Practices – Rakesh Johri, TERI Press New Delhi (2008)

Website:

Ministry of Environment, forest and Climate Change , Government of India (http://envfor.nic.in/content/draft-waste-management-rules

MBA Semester I

Life Management Skills

Course Objectives:

Provide guidelines to apply life skills into practice.

Unit	Contents	Sessions
1	Introduction: Definition of life skills concept: Definition, concept of skill in Life Skills, primary goal of life skills programmeme. Definition of Personality, Determinants of Personality- biological, psychological and socio- cultural factors., Misconceptions and clarifications , Need for personality development	
2	Coping: meaning, types of coping strategies – 1) appraisal focused (Adaptive Cognitive), 2) problem focused (adaptive behaviour) & 3) Emotion Focused	
3	Empathy: Meaning, difference between empathy and sympathy, Anger and stress: meaning and strategies to overcoming the same.	
4	Study Skills: Meaning, types of study skills, methods based on memorization – rehearsal and role learning, Exam Strategies- time management, organisation and life style changes.	
5	Moral Development: Meaning, interpersonal influences on moral development, moral development and social exclusion. ABC of moral life. Morality: Morality and culture, morality and intergroup attitudes, moral emotions	
6	Self Awareness : Self Management Self Evaluation, Identifying one's strength and weakness, Planning & Goal setting, Managing self –emotions, ego, pride. , Self discipline, Self criticism , Recognition of one's own limits and deficiencies Independency etc , Thoughtful & Responsible behaviour Community and Community Development: Individual's role and responsibility in society.	

References:

1. Critical Thinking Skills: Developing Effective Analysis and Argument, Stella Cottrell
2. Academic Writing: A handbook for International Students, Stephen Bailey
3. Effective Study Skills: Step by Step System to Achieve Student Success , Semones
4. Critical Thinking and Analysis : Mary Deane
5. Developing and Applying Study Skills : Writing Assignments, Dissertations and Management Reports, Donald Currie
6. Assignment and Thesis Writing , Jonathan Anderson

Magazine: Human Capital

Semester II

MBA Semester II
MARKETING MANAGEMENT

Course Objectives:

To enhance management students' knowledge as regards to basics of marketing and know the applications of marketing skills required

Unit	Contents
1	Introduction to Marketing:
	Core concepts of marketing: Need, want, demand, value, exchange, customer satisfaction & customer delight. Marketing Vs Selling. Approaches to Marketing: Production, Product, Sales, Marketing, Societal, Relational. Marketing Environment: Analyzing Macro Environment - Political, Economic, Socio-cultural and Technical Environment (PEST analysis)
2	Segmentation, Targeting and Positioning:
	Meaning, need and importance, bases for consumer market segmentation and industrial market segmentation, evaluation of identified segments and selection and evaluation of target market. targeting strategies. Levels of market segmentation: segment marketing, niche marketing, local marketing, individual marketing. Positioning and Differentiation: meaning, concept, product, service, people and image differentiation, ways to position the product.
3	Marketing Mix:
	Concept, Seven P's of marketing mix:
	Product – meaning, levels of product, product mix- product line, width, length, depth. Product life cycle – Concept, stages in PLC, characteristics and strategies for each stage of PLC. Brand – Concept, Brand Creation
	Price – meaning, objectives of pricing, pricing approaches- cost based, competition based and market based, pricing strategies- skimming pricing, penetrative pricing ,psychological or odd pricing, perceived value pricing , loss leader pricing etc.
	Place- Importance of distribution in marketing of products or services, Types of intermediaries, levels of channels, Channel Management Decisions-factors considered for selection and motivation of dealers and retailers,
	channel conflict- concept, types of channel conflict, ways to resolve channel conflicts
	Promotion- Elements of promotion mix: meaning of advertising, sales promotion, personal selling, public relations, publicity, direct marketing and event marketing and sponsorship.
4	Consumer Behaviour: Concept of Marketing Myopia.
	Meaning of Consumer, customer, consumer behaviour and buying motives.
5	Marketing Planning and Control:
	Process, nature and contents of a marketing plan. Need of marketing control, Annual plan control, productivity control, efficiency control and strategic control- marketing audit and marketing ratios.
6	Marketing Research:
	Need and Importance of Marketing Research, Marketing Research Process, Types of Marketing Research. Marketing Information System- overview.

- Classroom Discussions

- Case Study Discussions and Real Life Examples
- Audio Video Material
- Field Assignments

1. Principles of Marketing 12th Edition - Philip Kotler and Gary Armstrong
2. Marketing Management – Rajan Saxena, Tata McGraw Hill Publications
4. Marketing Management - V.S.Ramaswamy and S.Namakumari ,
5. Services Marketing – Christopher Lovelock
6. Fundamentals of Marketing - Stanton
7. Marketing Research – G.C. Beri.

Marketing White book – The Essential Handbook for Marketers: Business World Publications.

Website: www.trendswatching.com

MBA Semester II

Financial Management

Course Objectives:

To introduce the fundamentals of Financial Management

To orient on the financial decision making techniques and Financial Statement Analysis

Unit	Contents
1	Introduction Nature, Scope and Functions of Financial Management, Objectives of Financial Management Profit Vs Wealth Maximization, Finance Functions: Investment Decision, Liquidity Decision, Dividend Decision and Financing Decision
2	Investment Decision Importance and process of Capital Budgeting, Capital Budgeting Techniques - Problems & case studies- Accounting Rate of Return, Payback Period, Net Present Value, Profitability Index, Discounted payback period, Internal Rate of Return
3	Working Capital Management Meaning, Need and Types of Working Capital, Components of Working Capital, Factors determining Working capital, Estimation of Working Capital, Problems and Case Studies on Estimation of Working Capital
4	Sources of Long Term Domestic Finance Shares, Debentures, Retained Earnings, Financing through Financial Institutions, International Financing, Venture Capital financing: concept and Venture capital scenario in India, Recent Case Studies and examples on above topics
5	Capital Structure and Cost of Capital Meaning and Principles of Capital Structure Management, Factors affecting Capital Structure, Problems and Case Studies on Capital Structure- EBIT- EPS Analysis, Concept and Types of Leverage, Cost of Capital: Meaning, Components, Cost of Debt, Cost of Preference Share, Cost of Equity Share, Cost of Retained Earnings, and Weighted Average Cost of Capital.
6	Financial Statement Analysis Meaning and Types, Techniques of Financial Statement Analysis: Common Size Statement, Comparative Statement, Trend Analysis and Ratio Analysis. Problems on Ratio analysis Funds Flow Statement and Cash Flow Statement. (Theory only)

Reference Material

Books

1. Financial Management – Theory and Practice – Prasanna Chandra
2. Financial Management – I.M. Pandey
3. Financial Management – Khan and Jain
4. Financial Management – R.P. Rustogi
5. Financial Management – Theory and Practice Eugene F. Brigham, Michael C. Ehrhardt 11th edition.

Journals

1. Journal of Financial Statement analysis
2. Asia Pacific Journal of Accounting and Economics
3. Research Journal of Finance and Accounting

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MBA Semester II

Human Resource Management

Course Objectives:

To explain the significance of HRM and changing role of HRM

To bring out the role of HR in organizations effectiveness and employee performance

Unit	Contents
1	Introduction to HRM : Definition, Nature and Scope of HRM, Evolution of HRM, Challenges of HRM, HR Profession and HR Department, Global perspective of HRM
2	Human Resource Planning: HR, Demand and Supply forecasting, factors Affecting HRP, Job analysis and Job Design, Recruitment and Selection – Recruitment Process, Sources and Methods of Recruitment, Evaluation of methods of recruitment. Steps in selection
3	Training and Development: Need and Importance of Training and Development, Training Need Analysis and techniques, Design Training Programmeme, Types of training, Training evaluation, Executive Development, Concept of Career Development
4	Wages and salary Management Job Evaluation, Wage Determination, Types of Wages, Salary Structure, Fringe benefits, Executive Compensation,
5	Performance Appraisal: Need and Importance of Performance Appraisal Performance Appraisal Process, Methods of Performance Appraisal
6	Employee Relations Management: Overview of Employee Relations Management, Importance of Relations Management, Employee Relation Management Tool, Issues in Employee Relation Management.

Reference Material :

1. Gary Dessler, Biju Varkey - Human Resource Management, Pearson Publication, 12th Edition
2. Seema Sanghi, Human Resource Management, Macmilan Publication, 2011
3. Decenzo, Robbins, Human Resource Management, John Wiley & Sons Inc, Sixth Edition
4. V.S.P. Rao, Human Resource Management
5. K. Ashwathappa, Human Resource Management
6. Edwin Flippo, Personal Management

MBA Semester II
International Business

Course Objectives:

To give an overview of Global Business Environment.

To acquaint students with intricacies of Cross Border Trade Transactions

Unit	Contents
1	Introduction of international Business
	Definition of International Business, Nature and Scope of International Business, Exporting, Importing and Countertrade Settlement through NOSTRO and VOSTRO Accounts, Statutory Basis of International Business Introduction to India's Foreign Trade Policy,
2	Globalization
	Definition of Globalization, Globalization of Market, Globalization of Production, Drivers of Globalization
	International Trade Theories
	Mercantilism, Absolute Cost Advantage, Comparative Advantage, Huckscher Ohlin Theory, Product Life cycle Theory, Porter's Diamond Theory
3	Development in Monetary Scenario
	Breeton Woods System to EURO and its Implications, SAARC,G7 ,G20 and BRIC countries, Country Risk Analysis
4	International Financial Organizations and Environmental framework
	Role of GATT, WTO,IMF and World Bank, EPRG Framework. Comparative Environmental framework, Cultural, Political, Legal and Economic framework,
5	Balance of Payment
	Classification, Basic Balance and Overall Balance, Credit and Debit Entries in BOP, Convertibility – Current and Capital Account, Purchasing Power Parity
6	Foreign Exchange Rate and Market
	Types of Exchange Rate –Real and Nominal exchange Rate, Fixed vs. Flexible Exchange Rate, Managing Float, Factors affecting Foreign Exchange Rate , Offshore Currency and Market, Export and Import Strategies, Collaborative and Control Strategies

1. International Business, P.Subba Rao
2. International Business Environment, Francis Cherunilam
3. International Financial Management, Justin Paul
4. International Business, V.K.Bhalla, S.Shiva Ramu

MBA Semester II

Production and Operations Management

Course Objectives:

To equip students with fundamentals of Manufacturing business for related aspects.

To acquaint the students with concepts of all the functions under the Manufacturing activities by introducing the Units Materials Management, SCM ,QA, EHS and Quality System Certification, JIT etc.

Unit	Contents
1	Concepts & scope of POM Nature, Scope, Importance and Functions of POM, Production Process, Difference between Production and Service operations, Functions & internal relations of various Departments in manufacturing Unit; Production administrations & responsibilities. Production process selection decisions, Types of Production (Jobs, Batch, Mass etc.)
2	Production Planning Control Objectives of PPC & it's various functions of common and optional nature, Job sequencing, Assembly Line Balancing.
3	Facility Planning& Layout
4	Maintenance Management Concepts, Need of maintenance, Objectives & types of maintenance.
5	Inventory management Concept, Importance, Classification of Inventory System, EOQ Model with numericals, Waste disposal/ reduction. Basic concept of Material Requirement Planning (MRP).
6	Emerging Trends in POM: Supply Chain Management (SCM), Just in Time (JIT), Quality Control, Quality Assurance (QA), ISO certification, Enterprise Resource Planning (ERP),Total Quality Management (TQM), TPM, EHS: Culture, employee involvement Concept. Quality Circles.

References

1. Production and Operations Management- L.C.Jhamb
2. Production & Operation Management- Chunawala & Patel
3. Production & Operations Mgt. – Everett Adams & Ronald Ebert.
4. Production & Operations Mgt. – Dr. N.G. Nair – Tata McGraw Hill Ltd.
5. Production & Operations Mgt. – S.N. Chary – Tata McGraw Hill Ltd.
6. Production & Operations Mgt. – E.S. Buffa – Tata McGraw Hill Ltd.
7. Supply Chain Management- Sunil Chopra

Journals:

International Journal of Operations & Production Management, IEEE Journals, Journal of Operations Management

Internet Resources: www.poms.org, www.iimm.org , www.sae.org , www.iso.org

MBA Semester II

Research Methodology

Course Objectives:

To equip the students with an understanding of the research process, tools and techniques.

To introduce the students to the scientific research process and its applications to business and management To enable the students understand the know-how of conducting surveys and reporting the research.

Unit	Contents
1	Introduction to Research Methodology Meaning, Definitions, Characteristics and Objectives of research, Motivations in research, Types of Research, Importance of research in managerial decision making, Research in functional / business areas, Qualities of a good researcher
2	Research Process Steps in research process. Defining the Research Problem - Problem Formulation and Statement of Research Problem – Framing of Hypothesis. Research Design: Meaning, Characteristics, advantages and importance of research design. Measurement – types and errors in measurement, Development and designing of tools of data collection - Attitude measurement scales - Levels of measurement and questions of Validity and reliability. Designing of Research Projects – Research Proposal, Pilot surveys,
3	Sampling and Sampling Designs Census and sample survey, Need and Importance of Sampling, Probability and non-probability Sampling techniques. Data collection – Primary and secondary sources of data, methods of collecting primary data – interview, observation, questionnaires, survey methods etc, Library and Documentary Sources etc. Use of secondary data, precautions while using secondary data, Limitations of different data collection methods.
4	Processing and Analysis of Data Meaning, importance and steps involved in processing of data, Use of Statistical tools and techniques for research data analysis. Testing of Hypothesis – Procedure, terms, Chi Square test. Analysis and Interpretation of Data - Interpretation of results, techniques of Interpretation.
5	Reporting of research work Types of Reports, Report Writing: Importance of written and oral reports presentation, format of a good research report, Presentation of Reports.

6 Role of Computer in Research

The Computer and Computer Technology, Important characteristics, Computer Applications, Computers and Researcher, Use of Statistical Software Packages.

Teaching Methodology

- Case Study Method
- Project work: (Mini project: Students to select a Unit and conduct a study or survey on any managerial application and carry out the project under the guidance of the faculty in groups of four-five. Prepare report and present the results.)

Reference Material

1. Donald Cooper and PS Schindler (2009) Business Research Methods, 9th edition, Tata McGraw Hill.
2. Kothari C. R.: Research Methodology
3. Uma Sekaran (2010) Research Methods for Business, 4th edition, Wiley.
4. Ranjit Kumar (2009) Research Methodology, 2nd edition, Pearson Education.
5. Naresh Malhotra and S Dash (2009) Marketing Research, 5th edition, Pearson Prentice Hall.
6. Michael V. P.: Research Methodology.
7. Fred N. Kerlinger : Foundations of Behavioral Research.
8. Research Journals.

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MBA Semester II

Event Management

Course Objectives:

To groom the students with a view to hone their Event Management Skills by giving them the required exposure

Unit	Contents	Sessions
1	The concept of event, its different managerial dimension from the various functions point of view. e.g. planning to close activities of any event	
2	Types of events Different types of event in Corporates, Social Programmemes and Private Programmemes: The expected outcome is preparation of a list consisting at least 10 Programmemes in Education, Health Care etc. with their distinctive features of audience, beneficiaries and deliverables.	
3.	Event Marketing and Advertising Nature of Marketing, Process of marketing, Marketing mix, Sponsorship	
4.	Hands on Event Management 1. The total number of students shall be divided into a group of 06 students each. They should organize /conduct/ manage the events of the institute. They are expected to prepare budget of the event, plan the event in its minutest details, organize, and execute the event, take feedback of all stakeholders and prepare a report to be given for publication in the media, follow up with media through proper channel etc. (The above assignment shall be for 20 marks) 2. Post event assessment of any 03 programmemes organized during the term. A student or a group of 02 students s hall be assigned the event which has taken place recently at institute and they shall make an inquiry into its success and effectiveness by rating them on the basis of appropriate parameters and shall submit the assignment to the respective teacher . This exercise shall be for 20 marks.	
5.	Report on Learning outcomes of this course A student shall prepare a report on what he learnt from the events and submit it to the concerned teacher. The report shall include mainly the description of occasion, the person involved and what guiding principles they have received from them	
6.	This report shall be assessed for 10 marks for its preparation and 10 marks for oral examination	

Recommended Books :

1. Successful Event Management; Anton Shone Beyn Parry; CengageLrng Business Press.
2. Event Management (Paperback); AshutoshChaturvedi; Global India Publication Pvt. Ltd.
3. Event Planning and Management; Sharma D.; Deep & Deep Publications Pvt. Ltd.
4. Event Marketing and Management; S.S. Gaur; Vikas Publication House Pvt.Ltd (2010)
5. Event Management; Sita Ram Singh; Ash Publishing Corporation.

MBA Semester II

Social Media Management

Course Objectives:

To introduce the learners to the different social media

To educate about the strengths and weaknesses of Social Media

Unit	Contents	Sessions
1	INTRODUCTION TO SOCIAL MEDIA Introduction to Social Media, What is Social Media?	
2	GETTING READY FOR SOCIAL MEDIA	
3	LEGAL ASPECTS OF SOCIAL MEDIA	

The Legal side of Social Media, In-house guidelines, Copyright and Trademark Implications, Blogs, Blogger

4 PODCASTING

Podcasting What is it? Where to find How to create a)
Hardware b) Software
Facebook

5 GOOGLE +

Google+ Set-up and usage, Company profile Hangouts, SEO What is it? How it is determined, How to affect it, Google's role, YouTube- Long-form video platforms, Setting up a channel, Managing content

6 VI SOCIAL MEDIA SITES

Twitter, Set-up and usage, Tips Up and Coming
Social Media

LinkedIn- LinkedIn Tips and Guides, Review of profiles Pinterest Visual social media and bookmarking
Set-up and management, Collaborative Marketing & Crowdsourcing

Please note that practical session for all the above topics has to be conducted along with theory class.

MBA Semester II

Current Affairs

Course Objectives:

- To develop in the students the skill to read the latest news related to business and general

Students will be required to read, listen to or watch the news regularly and come back and report in college either through presentations or submissions. Preparing a scrap book of top ten news in the last two months may be thoroughly studies and presented.

Project, quiz, scrap book etc.

Semester III

MBA Sem III
Strategic Management

Objectives:

- To provide a framework of strategic management
- To sensitize students about internal and external environments and enable them to integrate and practice strategic management skills

Syllabus

Unit	Contents	
1	**Introduction to Strategic Management:** Concept, Definition, nature, scope, significance, Levels at which strategy operates , Process, Strategic Intent: Vision, Mission, Business Purpose, Objectives and Goals	
2	**External and Internal Resource Analysis** **External Business Environment** –SWOT Analysis. **Industry Analysis-** Porters Five Force Model. **Resource Based View –** Resources – Capabilities – Competencies – Competitive Advantage, Value Chain Analysis. **Strategic Analysis and Choice :** BCG Matrix, Ansoff Matrix, GE 9 Cell Matrix,	
3	**Strategy Formulation** **Generic Strategies -** Low Cost – Differentiation – Focus. **Corporate Level Strategy** – Stability –Expansion–Retrenchment – Combination. **Functional level Strategy**: H.R. Strategies, Marketing Strategies, Financial	
4	**Implementation of Strategy** Issues in implementation of strategy; Strategy Structure relationship; Implementing changes in structure; Restructuring and Re-Engineering; Resource Allocation; Behavioral issues in strategy implementation - organizational culture and change; McKinsey's 7s framework	
5	**Strategic Control** Purpose and components of Strategic Control. Evaluation techniques. Control process and system.	
6	**Contemporary Strategic management** Business model innovation - Disruptive Innovation, Blue Ocean Strategy. Global issues in strategic management – the global challenges, strategies for competing in global markets.	

Suggested readings

1. Jay B. Barney and William S. Hesterly : Strategic Management and Competitive Advantage: Concepts (4th Edition) , Publisher: Pearson/Prentice Hall, 2012 .
2. Charles W.L Hill and Gareth R. Jones, *Strategic Management: An Integrated Approach*, Houghton Mifflin.
3. Gerry Johnson and Keven Scholes: Exploring Corporate Strategy, (Prentice Hall of India)
4. AzharKazmi : Business Policy and Strategic Management.
5. William F Glueck : Business Policy and Strategic Management, McGraw Hill International Book Co.
6. A.J. Ansoff : The New Corporate Strategy, John Wiley & Sons
7. John Pearce and Richard Robinson : Strategic Management .
8. A A Thomson and A J Strickland : Strategic Management.
9. Michael E Porter : Competitive Strategy (The free press, New York)
10. Gary Hamel &C.K.Prahalad : Competing for the Future (Harvard Business School Press, Boston)

MBA Sem III Entrepreneurship Development

Objective:

- The objective of this course is to develop and strengthen entrepreneurial quality and motivation amongst the students.
- To motivate the entrepreneurial instinct and to develop necessary knowledge and skills among the students.

Syllabus

Unit	Content	
1	**Entrepreneurship:** Definition of Entrepreneur, Internal and External Factors, Functions of an Entrepreneur, Entrepreneurial motivation and Barriers, Classification of Entrepreneurship, Theory of Entrepreneurship, Concept of Entrepreneurship, Development of entrepreneurship; Concept of entrepreneur ,Manager and Intraprenuer (differences in their roles, responsibilities and Career Opportunities)	
2	**Creativity and Entrepreneurial Plan:** The business plan as an entrepreneurial tool, Contents of a business plan, Idea Generation, Screening and Project Identification, Creative Performance, Feasibility Analysis: Economic, Marketing, Financial and Technical; Project Planning: Evaluation, Monitoring and Control segmentation. Creative Problem Solving: Heuristics, Brainstorming, Synectics, Value Analysis, Innovation. Project Feasibility and Project Appraisal.	
3	**Corporate entrepreneurship:** Introduction, Flavors of corporate entrepreneurship, Corporate venturing, Intrapreneurship, organizational transformation, Industry rule bending, Need for corporate entrepreneurship, domain of corporate entrepreneurship, conditions favorable for Corporate entrepreneurship, benefits of Corporate entrepreneurship, issues related to Corporate entrepreneurship	
4	**Family and Non Family Entrepreneur & Women entrepreneurs:** Role of Professionals, Professionalism vs family entrepreneurs, Role of Woman entrepreneur, , Factors influencing women entrepreneur, Challenges for women entrepreneurs, Growth and development of women entrepreneurs in India	
5	**Project Finance:** Need for finance, sources of finance, Venture capital, Nature and Overview, Venture capital process, locating venture capitalists.	
6	**International Entrepreneurship Opportunities:** The nature of international entrepreneurship, Importance of international business to the firm, International versus domestics' entrepreneurship, Stages of economic development. Institutional support for new ventures: Supporting Organizations; Incentives and facilities; Financial Institutions and Small scale Industries, Govt. Policies for SSIs. Case studies on Indian Start ups	

Suggested Readings

1. Vasant Desai, Dynamics of Entrepreneurship Development ,Himalaya Publication house
2. David holt Entrepreneurship , New Venture Creation , Prentice Hall India.
3. S.S. Khanka ,Entrepreneurial Development S.Chand& Company Ltd. New Delhi
4. Peter F. Drucker , Innovation and Entrepreneurship

MBA Semester IV

Data Analysis Using Software Tools (MS EXCEL) – Open course

Course Objectives

- To train the student for using the spreadsheet package MS-Excel for business applications.
- To impart skills of analyzing data and presenting it using MS-Excel.

Unit	Contents	Sessions
1	Introduction to Excel	
	MS excel screen elements – Tool bar, title bar, ribbon, formula bar, status bar. Moving around a Worksheet, entering and formatting (e.g. Number, Text, Date and Currency) data.Cell referencing (relative, absolute, mixed), using formulae, Use of Find, Replace, Goto.	
2	Working with Excel	
	Insert, delete - cells, rows, columns. Sorting (basic, custom), filtering, grouping, ungrouping data, dealing with subtotals and grand totals.Validating data, protecting cells. Pivot Tables.	
3	Conditional Formatting	
	Once defined, it will automatically change the formats as per conditions user puts	
4	Commonly used functions	
	Sum, Max, Min, Average, Count, Today, Now, Datedif, Countif, CountA, CountBlank, Round, Roundup, Round	
5	Data Viewing and Reviewing	
	Inserting comments, spell checks and changes to the worksheet data etc, Viewing data in different ways eg. Page break, normal etc	
6	Creating and managing charts	
	Create and modify graphs / charts like Column, Line, Pie, Bar, Area, Scatter, 3D etc. Working with multiple sheets, hyper linking.	

- Case based Lectures, discussions, practical in labs.

Suggested Readings

1. Albright : Data Analysis and Decision Making Using MS Excel
2. Stwphen Nelson : Data Analysis For DuMmIES
3. Narayan Ash Sah: Data Analysis Using Microsoft Excel 1/e, Excel Bools

MBA Semester IV
Supply Chain Management

Course Objectives:

- An understanding of the individual processes of supply chain management and their interrelationships within individual companies and across the supply chain
- An understanding of the management components of supply chain management
- An understanding of the tools and techniques useful in implementing supply chain management
- Knowledge about the professional opportunities in supply chain management.

Unit	Content	Sessions
1	The Basics of Supply Chain Management- Introduction, Definition of Supply Chain Management, Evolution of the Concept of Supply Chain Management, Key Drivers of Supply Chain Management, Typology of Supply Chains, Cycle View of Supply Chain, Problems in SCM and Suggested Solutions	
2	Logistics Management: Logistics as part of SCM, Logistics costs, logistics sub-system, inbound and outbound logistics	
3	Planning Demand and Supply-I: Introduction, Three Components of SCM, Demand Management, Demand Forecasting	
4	Procurement and Inventory Management- Introduction, Supply Chain Operations: Procurement Cycle, Inventory Management, Inventory Costs	
5	Supply Chain Benchmarking- Introduction, Understanding the Benchmarking Concept, Benchmarking Process, Benchmarking Procedure	
6	Recent Trends in Supply Chain Management-Introduction, New Developments in Supply Chain Management, Outsourcing Supply Chain Operations, Co-Maker ship, The Role of E-Commerce in Supply Chain Management, Green Supply Chain Management, Distribution Resource Planning, World Class Supply Chain Management	

Reference Books

1. Raghuram G. (I.I.M.A.) - Logistics and Supply Chain Management (Macmillan, 1stEd.)
2. Krishnan Dr. Gopal - Material Management, (Pearson,New Delhi, 5thEd.)
3. Agarwal D.K. - A Text Book of Logistics and Supply chain management (Macmillan, 1stEd.).
4. Sahay B.S. - Supply Chain Management (Macmillan, 1stEd.)
5. Chopra Sunil and Peter Meindl - Supply chain management (Pearson, 3rdEd.)

MBA SEM IV

Introduction to Business Analytics

Objectives:

- To gain an understanding of how managers use business analytics to formulate and solve business problems and to support managerial decision making.
- To become familiar with the processes needed to develop, report, and analyze business data

Unit	Contents	
	Sessions	

1 Introduction, What is Business Analytics, Overview of Areas where Business Analytics is applied

2 Visualization and Data Issues, organization of Source of Data, Importance of Data Quality, Dealing with Missing or incomplete data, data classification, Introduction to Data Mining, Data mining process, data mining tools XL MINER.

3 Introduction to decision modeling – optimization, use of excel to solve business problems

4 Applications of Business Analytics - Risk - Fraud Detection and Prediction, Recovery Management, Loss Risk Forecasting, Risk Profiling, Portfolio Stress Testing, Market share estimation and Sensitivity Analysis

5 • Loyalty Analytics, Customer Life Time Value, Propensity Analytics, Churn Analytics, Customer Analytics Customer Segmentation, Cross- Sell or Upsell Models

6 Recruitment Analytics, Compensation Analytics, Talent Analytics, Training Analytics, Human Resource Retention Analytics, Workforce Analytics

Project Work

1. PurbaHaladyRao, Business Analytics – an application focus, PHI Learning, 2013, ISBN 978-81-203-4819-6

Semester IV

MBA Programme Specializations	
Marketing Management Specialization	
Specialization - E - (i)	Consumer Behaviour
Specialization - E - (ii)	Services Marketing
Specialization - E - (iii)	Sales and Distribution Management
Specialization - E - (iv)	Integrated Marketing Communications
Specialization - E - (v)	Retail Marketing
Specialization - E - (vi)	Digital Marketing
Specialization - E - (vii)	Product and Brand Management
Financial Management Specialization	
Specialization - E - (i)	Investment Analysis & Portfolio Management
Specialization - E - (ii)	Corporate Taxation
Specialization - E - (iii)	Management of Financial Services
Specialization - E - (iv)	Financial Statement Analysis
Specialization - E - (v)	International Financial Management
Specialization - E - (vi)	Financial Risk Management
Specialization - E - (vii)	Corporate Finance
Human Resources Management Specialization	
Specialization - E - (i)	HRP - Recruitment and Selection
Specialization - E - (ii)	Training & Development
Specialization - E - (iii)	Employee Relationship Management
Specialization - E - (iv)	Managerial Competencies & Career Development
Specialization - E - (v)	Personnel Cost & Compensation Management
Specialization - E - (vi)	Performance Management System
Specialization - E - (vii)	Labour Laws
Operations Management Specialization	
Specialization - E - (i)	Quality Management
Specialization - E - (ii)	Production Planning & Control
Specialization - E - (iii)	Logistics & Supply Chain Management
Specialization - E - (iv)	Industrial Management
Specialization - E - (v)	World Class Manufacturing
Specialization - E - (vi)	Business Process Re-engineering
Specialization - E - (vii)	Environment , Health & Safety

Project Management Specialization	
Specialization - E - (i)	Managing IT Projects
Specialization - E - (ii)	Scheduling & Tracking of Projects
Specialization - E - (iii)	Managing Project Teams & Resources
Specialization - E - (iv)	Estimating Software Projects & Managing Costs
Specialization - E - (v)	Business Analysis
Specialization - E - (vi)	Software Engineering & Quality Management
Specialization - E - (vii)	Managing IT Projects

Marketing Management Specialization	
Specialization - E - (i)	Consumer Behaviour
Specialization - E - (ii)	Services Marketing
Specialization - E - (iii)	Sales and Distribution Management
Specialization - E - (iv)	Integrated Marketing Communications
Specialization - E - (v)	Retail Marketing
Specialization - E - (vi)	Digital Marketing
Specialization - E - (vii)	Product and Brand Management

MBA Sem IV
CONSUMER BEHAVIOUR

Course Objectives:

- To highlight the importance of understanding consumer behavior in Marketing.
- To study the environmental and individual influences on consumers
- Understand the importance of consumer behaviour in designing marketing strategies.
- To understand consumer behavior in Indian context.

Syllabus:

Unit	Contents	
1	Meaning of Customers & Consumers, Importance / relevance of consumer behaviour studies in the field of Marketing.	
2	**Individual Determinants of Consumer Behavior** **Personality & Self Concept:** Meaning of Personality, Influence on Purchase Decisions **Motivation & Involvement:** Types of Buying Motives, Motive Hierarchy, Dimensions of Involvement **Learning & Memory:** Meaning & Principal Elements of Learning, Characteristics of Memory Systems, Recall **Attitudes:** Meaning & Characteristics, Strategies for Changing Attitudes **External determinants of consumer behaviour:**	
3	**Consumers' Buying Decision Making Process, Post-purchase Evaluation & Behavior:** Consumer Satisfaction, Dissatisfaction, Customer Delight, Consumer Complaint Behavior and Post- Purchase Dissonance. **Types of Buying Behavior: Complex, Extensive, Dissonance** Consumer buying Vs. Organizational buying.	
4	**Consumer Behavior Models** Howard Sheth Model ,Engel, Kollat& Blackwell model & Nicosia model	
5	**Diffusion of innovation:** meaning and definition, diffusion process. The adoption process.	
6	**Consumer Research:** Consumer research process – developing research objectives, collecting secondary data, designing primary research	

Suggested Readings:

1. Consumer Behaviour by David L. Loudon & Albert J. Della Bitta, Tata McGraw Hill, 4th Edition
2. Consumer Behavior by Leon Schiffman, Leslie Kanuk, S.Ramesh Kumar, Pearson, 10th Edition
3. Consumer Behavior - In Indian Perspective by Suja R. Nair, Himalaya Publishing House
4. Consumer Behaviour& Marketing Action : Henry Assael , Thompson Learning
5. The Marketing Whitebook , Current year issue

MBA Sem III
Services Marketing

Course Objectives:

- To create awareness among learner about concepts in service marketing.
- To impart knowledge about practical application of concept in service Industry.

Syllabus:

Unit	Contents	Sessions
1	Introduction to Services: Nature of Services; Characteristics of Services – Intangibility, Inconsistency, Inseparability and Inventory; Search, experience and credence attributes, Classification of Services; Consumer versus Industrial Services. Goods and Service Continuum, Robert Johnton Model of Service segmentation strategy,Global and Indian Scenario in services sector: Service as key differentiator for manufacturing industries.	
2	Services Marketing Mix: Introduction to the 7 Ps of Services Marketing Mix; **Product**-Service Continuum; Standalone service products; Service products bundled with tangible products; Service Life Cycle **Place**Place – Distribution Strategies for Services; Challenges in distribution of Services **Promotion**: Promotion objective for Services; Personnel Selling, Advertising andSales Promotion; Role of Relationship Marketing in promoting services **Pricing**: Factors involved in pricing a service product; demand variation and capacity constraints; Measures to respond to changes in demand	
3	**People**: role of service employees in a service business; Services marketing triangle; Service profit chain, Concept of Service encounter – Moment of Truth; Training and development of employees **Physical evidence**: Nature ,Importance of physical evidence inservices; Service scapes. **Process**: Service as a process & as a system– Strategies for managing inconsistency – Customers as 'co-producers' of services; Self Service Technologies	
4	Customer Satisfaction & Monitoring and Measuring customer satisfaction, Order taking and fulfillment; Service Guarantee – Handling complaints effectively; Defects, Failures and Recovery.	
5	Service Quality: Importance of quality in Services; How customers evaluate service performance,	
6	Service Quality Models Parsuraman-Zeithamal-Bitner (PZB) Gaps Model, SERVQUAL , Technology & Service Strategy: Applying technology to service settings, e-services.	

Suggested readings

1. Zeithaml, Bitner, Gremler&Pandit, TMGH, Services Marketing
2. Christopher Lovelock, Services Marketing
3. Rampal& Gupta, Services Marketing
4. Ardian Payne, Essence of Services Marketing
5. Services Marketing- Shajahan

MBA Sem III
Sales & Distribution Management

Course Objectives:

- Objective The purpose of this paper is to acquaint the student with the concepts which are helpful in developing a sound sales and distribution policy.
- Apart from this understanding of organizing and managing sales force and marketing channels.
- Course also offers insights about Current trends in Sales and distribution management.

Syllabus:

Unit	Contents	Sessions
1	Evolution of Sales management, Nature and Importance of Sales Management. Definition, meaning and objectives of Sales Management. Role and skills of sales manager, recent trends in Sales Management. Sales Organisation: Need for Sales Organizations, their structure, Recruitment and selection of sales persons, developing and conducting sales training programmes for newly appointed as well as experienced salespersons	
2	Sales forecasting: meaning, methods of sales forecasting- quantitative and qualitative methods. Sales quotas: need and importance of sales quotas , types of sales quotas Designing and Administering Compensation Plans – Leading and Motivating the Sales Force	
3	Sales Territory: meaning , need and importance , methods of designing sales territories- build up and break down. Assigning sales persons to sales territories, managing territorial coverage through routing of salespersons. Sales force performance appraisal : methods	
4	Personal selling: Process, steps involved therein.	
5	Introduction to Distribution: Channels of distribution, role and functions of wholesaler and retailer, Wholesaling, and recent trends,	
6	Channel Management: - Channel Selection Process & criteria – Performance appraisal of Channel Members –- Channel Conflicts & Techniques to resolve channel conflicts.	

Suggested Readings:

1. Sales And Distribution Management Text And Cases-Krishna K.Havaldar, VasantKavaleTata Mc'Graw Hill Publications
2. Sales Management- S. A. Chunnawalla- Himalaya Publishing House, Mumbai
3. Sales Management – Still R R , Cundiff E W, GovaniPHI
4. Channel Management & Retail Management – MeenalDhotre
5. Physical Distribution & Logistics Management – Dr. SubhashBhave

MBA Sem III
Integrated Marketing Communications

Course Objectives:

- To have a working knowledge of the tactical and strategic aspects of IMC
- Be able to apply specific tools and approaches to common marketing communications challenges
- Be able to assess the progress of IMC efforts over time
- To have an opportunity to analyze IMC programs and build innovative programs

Syllabus:

Unit	Contents	
1	**IMC FOUNDATION** Overview of Communication and IMC programs - IMC Plan - IMC Components- Above the Line (ATL),Below the line (BTL) and Through The line (TTL) promotion - Promotional Mix, Push and Pull strategy, Significance of IMC, Ethical IMC Practices ,AIDA Model,Hierrachy of Effect Model,ELM Model	
2	**IMC ADVERTISING TOOLS** a) Introduction of Advertising- Functions & Types of Advertising -Institutions of Advertising Management – Objections on Advertising- Structure of Advertising Agency – Role and Services offered by Agency- Criteria for Selection – Ad Traffic Manager- Agency of Record – Client Agency Relationship. b) Media Mix- Media Vehicle- Ad copy –Appeals in advertising- Advertising budget & Appropriation Methods - Design of Advertisement (Print Media) – creativity in message design- Media planning and execution.- TRP Ratings - Role of ASCI & other Professional regulatory bodies .Media Plan and schedule.	
3	**IMC PROMOTIONAL TOOLS** a) Sales Promotion- Trade promotion -Consumer promotion- coupons, Premiums, contests, Sweepstakes, refund and Rebate, Sampling, Bonus , packs, price off- Sales force promotion -Database Marketing b) Public relation(PR), Types of PR- Publicity -Corporate Reputation, image building, crisis management, Sponsorship, Event Management & Marketing - word of mouth (WOM) Marketing, Direct Marketing	
4	**IMC CONTEMPORARY TOOLS** Recent Trends - Product placement and Branding in films, Product placement on television, Film Based Merchandising, Sponsorships for Reality Shows & TV serials, Ambush advertising, Surrogate advertising	
5	**IMC EVALUATING AND CONTROL** a) Need & Significance of IMC evaluation and control b) Message Evaluation- Copy Testing, Pre Testing & Post Testing Techniques. c) Methods for Measurement of Advertising effectiveness d) Behavioural Evaluations e) Evaluating PR activity f) Evaluating overall IMC programme g) Case studies in Indian context only	

6	**Cases to be discussed in class on Promotion Mix and PR, Media plan and Research etc.**	

Suggested Readings

1. Advertising and Promotions IMC Perspectives: Belch and Belch Tata McGraw Hill, 6/e, 2003
2. Advertising 'An IMC Perspective' - S. N. Murthy ,U.Bhojanna -Excel Books, 2007.
3. Advertising & Integrated Brand Promotion, O'Guinn, Allen, Semenik, 4/e, Thomson, 2007
4. Integrated Advertising, Promotion, and Marketing Communications, Clow, Baack, 3/e, Pearson Education, 2007
5. Advertising and Promotion: S.A.Chunawalla
6. IMC: The Next Generation, by Don and Heidi Schultz, McGraw-Hill, 2004.
7. Principles of Advertising and IMC, by Tom Duncan, McGraw-Hill, 2005
8. Advertising management Rajeev Batra, John G Myers &Aaker PHI, 5/e, 2007
9. Event marketing and management- Sanjaya Singh – VikasPublication, 2003.
10. Foundations of Advertising, Chunawalla&Sethia, HPH, 2007

MBA Sem IV
Retail Marketing

Course Objectives:

- The course is designed to develop understanding of Indian and global retail industry in the emerging market scenario.
- Course is further aimed to unfurl the practices of retailing and equip students with various tools & techniques.
- Broadly, course offers a framework for elements of retail marketing mix

Syllabus:

Unit	Contents	
1	Introduction to retailing / Overview of retailing Retailing – Definition, function & significance, Retail Marketing mix, Types of retail formats, Rural Retailing, Franchising in retailing, Theories of retail development, Concept of Retail life cycle, Indian Retail Environment , Current trends in global & Indian retail industry,E Retail	
2	Retail Location & store atmospherics: a) Type of retail locations, Factors affecting retail location decisions, Steps involved in choosing retail location, Methods of Trading area analysis, Current trends in retail property development in India b) Store layout, Types of store layouts, Considerations in layout selection, Theories of shopping behaviour, Store Atmospherics, Store image mix, Store Façade, Merchandise presentation techniques	
3	Merchandise Management & Retail Pricing : a) Merchandise Management – introduction & definition, Category Management, Private Labels, Process of merchandise planning, Merchandise Sourcing, Evaluating Merchandise Performance,b) Retail price – Concept & elements, Determining the price, Retail pricing policies / strategies, Retail Price adjustments	
4	Retail Communication Mix : Planning retail Communication mix, Market based & store based promotion mix, Role of point of purchase displays, Methods of display, Visual Merchandising as a retail communication tool	
5	Managing retail store & supply chain Management: a) Store management responsibilities, Retail space management, Managing retail shrinkage / loss, Use of IT in store management, b) Strategic advantage of supply chain management in retail, Retail Logistics, Integrated retail supply chain management	

Suggested Readings

1. Retail management by Levy &Weitz, Tata McGraw Hill
2. Retail Management: A strategic approach by Berman and Evans, Pearson Education
3. Retail marketing management by David Gilbert, Pearson Education
4. Retail Management by SapanaPradhan, Tata McGraw Hill
5. Retail management by Bajaj, Tuli, Srivastava – Oxford Higher Education
6. Retail marketing by Sullivan & Adcock, Thomson Publications
7. Changing gears: Retailing in India, The Economic Times, Retail ET Knowledge Series – ET Intelligence Group
8. Retailing: Environment & Operations by Newman & Cullen – Cenage Learning
9. Retail management edited by V. V. Gopal, ICFAI Books
10. "International Retail Management" – A 8 book series by various authors like Peter Fleming, Elliot & Rider, ISBN 81-7992-626-5, Jaico Publications
11. E – Retailing – Principles & practices by D P Sharma, Himalaya Publishing Houses

Websites:www.indiaretailing.com, www.indiaretailforum.in, www.planetretail.net

MBA Sem IV
Digital Marketing

Syllabus:

Course Objectives:

- Develop an understanding of the basic concepts and issues in digital marketing

Unit Number	Contents	
1	**Introduction to Digital Marketing** Introduction, Nature, scope and use of digital marketing, Recent trends in digital marketing.	
2	**Strategies of Digital Revolution** The digital revolution in India, Understanding the digital business, Increasing customer base through digital marketing, Methods for data collection , Emerging B2B business models	
3	**Social Media and digital marketing** Role of social media in digital marketing, Advantages and disadvantages of social media, Advertising on social networking.	
4	**The customer in digital marketing** Customer behavior, Customer expectation and perception, Improving trust in digital business, Internet branding	
5	**Tools and Techniques in Digital Marketing** Digital Marketing tools and techniques, Digital marketing through CRM	
6	**Digital Marketing and experiences** Making real money in a virtual worlds, Digital Marketing in FMCG	

Suggested Readings

1. Digital Marketing R Prasad
2. Virtual Marketing Sameer Kulkarni

MBA Sem IV
Product and Brand Management

Course Objectives:

- To understand Product Management
- How to develop a product strategy
- How to develop new products successfully using the New Product Development Process
- The Product Life Cycle and its significance
- How to develop International Product Strategy?

Syllabus:

Unit	Contents	
1	**Introduction to Product Management** What is a product? Classification of products -FMCG, FMCE, consumer durables , Components and levels of Product, changes affecting product management, , Growth strategies. Marketing organization – Product focused, Market Focused organization, Functionally focused organization,	
2	**Developing Product Strategy** Elements of a product strategy, product Positioning- choice of customer target, competitor's targets, the core strategy, **Product Line Decisions** Product Line and Product Mix, composition of product line, expanding product line, product line length, , Line modification ,Line stretching-upward, downward stretch, two way stretch, Line modernization.	
3	**New Product Development (NPD)** **A.Classification of New Products**-based on level of innovativeness, based on booz. Allen and Hamilton framework **B. NPD process** a) various methods- The cyclical approach ,New Product process Management model ,Product strategy Model .Five step process. b)Idea Generation:-Brain storming, need assessment, c)Idea Screening:-Approaches, Desirability index, criteria d)Concept Testing-Techniques like Perceptual Mapping, Buying intention score e)Test Marketing:-Pros and cons, Types of Test Marketing f)Product Launch:-Product launch cycle, Types of Launch ,Issues in launch, launch Mix, launch coverage, Launch control Plan g)Adoption process-Time of adoption, Classification of Adopters	
4	**Product Life Cycle** Types of product Life cycle, Identification of stages in PLC, span of PLC, Market evolution over various stages of PLC, Pseudo-Mature Market, Technology Evolution, Abernathy and Utterback patterns of evolution-Fluid pattern, Transition pattern, Specific pattern, Managerial response to product and market evolution, shortening Product Life Cycle	
5	**Introduction to Brands and Brand Management** **1.** What is a Brand, why brands matter, can everything be branded? **2.** Branding challenges and opportunities **3.** Concepts like Cult brands, Heritage brands ,Power brands, Super Brands, online Brands,Branding Strategy	
6	**Identifying and Establishing Brand Positioning** I)Making a strong Brand 1. Brand Knowledge ,brand awareness- 2. Building a strong brand, Brand Portfolio- Brand Building Frame work by Kevin Keller, Brand building frame work by RamanujMujumdar, Brand Building	

	Approach by David Jobber 3. Building Global brands-Drivers, process , 4. Brand Value and Brand Value Pyramid II)Brand positioning: Introduction, identify and establish brand positioning, positioning guidelines,- Frame of reference choose point of parity, choose point of difference , Establish points of parity and points of differences ,Positioning formula, 3Cs of Positioning ,Positioning strategy by Youngme Moon, Perceptual Map 5. Brand Equity Issues and Measurement.	

Suggested readings

1. Product Management, Donald Lehman,Russel S winer,TataMcGraw Hill Education private Limited, 4th Edition.
2. Product Management in India, RamanujMujumdar (2009),PHI learning private Limited,
3. Product and Brand Management, Dr Milind A Marathe,DrChetan G Chaudhari(2013), Himalaya Publication house,India
4. Product Management,S A chunawala(2005), Himalaya publication House, ,India
5. Product Management ,Mukherjee, Kaushik (2009), PHI Learning Pvt. Ltd ,India
6. Brand Management, Dr R Ramesh, Himalaya Publication.

Websites:

a. http://www.productfocus.com/journal.php
b. http://www.goodproductmanager.com/
c. http://mindtheproduct.com/category/product-management-case-studies/

Financial Management Specialization	
Specialization - E - (i)	Investment Analysis & Portfolio Management
Specialization - E - (ii)	Corporate Taxation
Specialization - E - (iii)	Management of Financial Services
Specialization - E - (iv)	Financial Statement Analysis
Specialization - E - (v)	International Financial Management
Specialization - E - (vi)	Financial Risk Management
Specialization - E - (vii)	Corporate Finance

Course Objectives:

- To acquaint the students with basic concepts, avenues and underlying techniques and to develop a broad understanding of the portfolio Management and accepted practices.
- To introduce practical aspects of Investment and portfolio Management as an important decision-making process in Investment
- To expose and update the participants to real life situations and current Units/debatable issues involving Investment decisions and to equip them with techniques for taking decisions.

Syllabus:

UNIT	Content	
1	**Introduction:** Meaning, objectives, Scope, and Constraints Process of Investment, Avenues of Investments and types of Investment,Concepts of risk and return with reference to Investment, basic principles of risk management, risks involved in Investment, Current scenario of Investment in India, Role of Securities Market in Indian economy	
2	**Mutual Fund and Derivatives:** Basic concepts, Functioning and Objectives of Mutual Fund, Types of Mutual Fund Schemes Analysis of MF, Performance Evaluation of MF Schemes using Sharpe, Treynor and Jenson's Models, Basic concept and types of Derivatives, Developments in Derivative and MF market in India	
3	**Fundamental Analysis and Technical Analysis:** Fundamental Analysis - Economic, Industry and Company analysis, Valuation of Equity and Preference shares, Technical Analysis - Concept, Importance and Limitations of Technical Analysis, Dow Theory, Technical Indicators and charts used in technical Analysis, Behavioral Finance and its impact on Investment decision making	
4	**Portfolio Management:** Portfolio Meaning, Characteristics and Objectives, Process of Portfolio Management, Investment policy statement and asset allocation, Equity Management Strategies, Systematic Investment Plan (SIP), Analysis of Debt Instrument, Bond Management Strategies, preparation of Investment plans for Individuals in different stages of life cycles and different situations	
5	**Calculation for risk and return for Security/Portfolio:** Problems on calculation of risk and return for security (mean, variance, and standard deviation), Problems on risk and return associated with portfolio consisting maximum three securities (mean, variance, and standard deviation), Capital Asset Pricing Model and its application	
6	**Portfolio Theories:** Efficient Market Hypothesis concepts and forms of EMH, Testing techniques of Weak Form, Random Walk Theory, High Frequency Trading and its impact on EMH, Arbitrage Pricing Theory, Efficient Frontier, Selection of optimal portfolio with reference to Investor's Utility Curves	

Suggested readings

1. Investment Analysis and Portfolio Management - Chandra. Prasanna.(2009), Tata McGraw Hill, New Delhi, 3rd Edition
2. Security Analysis and Investment Management - Fischer. and Jordon (2009), Pearson Education, 6th Edition
3. Investment Analysis and Portfolio Management - Rustagi. R. P. (2008), Sultan Chand & Sons, 2nd Edition
4. Investment Management: Security Analysis and Portfolio Management - Bhalla, V.K. (2010).,S.Chand& Sons, 17th Edition.

5. Investment Analysis and Portfolio Management - Frank K. Reilly, Keith E Brown (2009), Cengage Learning, 8th Edition.
6. Investment Analysis and Portfolio Management, Ranganatham, (2004). Pearson Education, 1st edition.

MBA Sem IIICORPORATE TAXATION

Course Objectives:

- To introduce and orient the students with the definition and underlying provisions of Direct tax law and to develop broad understanding of the tax laws and accepted practices.
- To make them understood regarding practical aspects of tax planning as an important managerial decision making process.

Syllabus:

UNIT	Content	
1	**Introduction to Income:**Definitions: Person, Companies, Association of persons and trust , Minors, Cooperative registered firms, Income , Deemed income , Concept of Assessee , Assessment year, Previous year, Gross total income , Total income , Residential status and scope of total income on the basis of residential status, Agricultural income, Income exempt from tax.	
2	**Calculation of Income under differential head of income:**Salaries, perquisites, gratuity and retirement benefits, income from house property, capital gain, income from other sources, income from business and profession, problems arising from aggregation of income and set off and carry forward of looses. Deductions under chapter VIA. Computation of income and Return of Income Tax.	
3	**Basic concepts for taxation of companies:**Company and types of companies, different heads of income, Deduction from gross total income for companies, basic calculation for computation of taxable income of companies, Minimum alternate tax.	
4	**Tax Considerations for Managerial Decisions:**Tax considerations for specific financial and managerial decisions like capital structure decisions, deemed dividend, dividend, own or lease, make or buy, repair or renewed, managerial remuneration, tax planning relating to mergers and demergers of companies.	
5	**Tax planning:**Concepts relating to Tax Avoidance and Tax Evasion and tax planning, Tax planning with reference to: Location of undertaking , Type of activity , Ownership pattern, Tax incentives and Tax exemptions.	
6	**Tax Administration and Management:**Filing of Returns and assessments, Penalties and Prosecutions, Appeals and Revisions, Review, Rectification, Advance tax, Tax deducted at source .Basic concept of International Taxation and Transfer pricing, Avoidance of double Taxation Agreements.	

Suggested Readings:

1.) Dr. V. K. Singhaniya-‘ Corporate Tax planning and Business Tax Procedures’ , Taxman Publications New Delhi.

2.) AhujaGirish, Gupta Ravi, ‘Simplified Approach to Corporate Tax planning and Management’, Bharat Law House Pvt. Ltd. New Delhi.

3.) NitinVashisht and B.B. Lal‘ Direct Taxes: Income Tax ,and Tax planning’, Pearson Education.

MBA Sem III Management of Financial Services

Course Objectives:

- To give the students an insight into the principles, practices of the prominent Financial services and their functioning in the changing economic scenario.
- To make critical appraisal of the working of the specific financial Services in India.
- To brief the students about developments in financial services.
- To provide a judicious mixture of theory and business practices of the contemporary Indian financial services.

Syllabus:

UNIT	Content	
1	**Introduction to Indian Financial System:** Development of Financial System in India, Financial System and Economic Development ,Functions of Financial System , Financial Instrument s, Weakness of Indian Financial Systems . Structure of Financial System-Financial Market, Financial Institutions /Intermediaries and Instruments. Financial Service : Meaning –Features of Financial Service, Classifications-Scope, Assets/Fund Based Services:- Hire purchase finance, Leasing , Factoring , Forfeiting, Loan Syndication , Consumer Credit, Challenges facing the financial services sector .	
2	**Financial Market Operations**: Recent Development of Indian Capital and Money Market ,**Capital Market Operation: New Issue Market-** Functions of New issue market, players of New issue market, Primary and Secondary market Operation, Procedure of (IPO), Book Building. **Money Market Operation**: features and objective of money market, Recent Developments, Composition of Money Market.	
3	**Investment Banking:** Overview of commercial vs. Investment banking, capital raising, debt, equities, initial public offerings (IPO's).**Merchant Banking**: Origin, Nature and scope of merchant banking , Role of Merchant Banker, types of Merchant banking services, **Project Counseling, Pre-issue and Post –Issue Management** ,Progress of Merchant banking in India, guidelines for merchant bankers issued by SEBI, **Mutual Fund**: Concept, Structure of Mutual fund Operations in India, Types of Mutual Fund, Advantages and Limitations of Mutual Fund, Problems for Slow growth of Mutual fund concept in India, Guidelines for Mutual fund service, Rights &facilities for Investors, Future of Mutual fund industry.	
4	**Retail Banking and Rural Banking :**Concept of Retail Banking-Distinction between Retail and Corporate/Wholesale Banking; Retail Products Overview: Customer requirements, products development process, Liabilities and Assets Products, Approval process for retail loans, credit scoring. -Financing Rural Development: Functions and policies of RBI and NABARD; Rural Credit Institutions-Role and function, Regulation of Rural Financial Service	
5	**Credit Rating and Securitization** : Credit Rating: Introduction, Meaning, functions of credit rating agencies, Major Players in credit rating agencies in India ,**Debt Rating System of CRISIL, ICRA and CARE.** Securitization: Concept and Meaning, modus Operandi, Securitization in India and **new guidelines on Securitization**	
6	**Venture Capital and Microfinance**: Venture capital : Origin, concept, features, Advantages and Limitations , Stages in venture capital financing , Venture capital Guidelines-Methods of venture financing ' Microfinance: Origin, Meaning and Concept , advantages and Limitations, Micro credit, micro insurance scheme**,** SHGs/NGOs, linkages with banking, Role and Functions of Linkage banks towards development of Microfinance Industry in India.	

Suggested readings

1. E-Gordon, K Natarajan, Financial Markets and Services, Himalaya Publishing House ((6th Edition)
2. M.Y.Khan, Financial Services, Tata McGraw Hill.
3. L.M. Bhole, Financial Institutions and markets, Tata McGraw Hill.
4. Shashi K. Gupta and NishaAggarwal, Financial Services, Kalyani Publications.
5. Ramesh Babu ,Indian Financial System,

MBA Sem IIIFINANCIAL STATEMENT ANALYSIS

Course Objectives:
The objective of the course is to provide students with hands-on experience in financial statement analysis. Students will be exposed to general tools of financial analysis and theoretical concepts. By the end of the course, students will be comfortable with using firms' financial statements to develop an understanding of their performance and to establish a basis for making reasonable valuation estimates.

Syllabus:

UNIT	Content	
1	**Conceptual Basis for Accounts:** Meaning ,definition and understanding forms of Business Organizations, Basic framework of Accounting, objectives and purpose of Accounting information, users of Accounting information, Branches of Accounting, Fraud and Ethical Issues in Accounting.	
2	**Orientation To Financial Statements of Companies:** The role of accounting standards. Accounting concepts and conventions and GAAP. Preparation of Income Statement, Balance Sheet, Terms and Jargons in Financial Statements.	
3	**Analyzing And Interpreting Financial Statements :** Objectives of Financial Statements analysis, standards of comparison, Techniques of financial statement analysis- Analyzing financial statements using Ratio Analysis, common-size income statements, Cash Flow Statement and Funds Flow Statement.	
4	**Contemporary Issues In Accounting:** IFRS, Human Resource Accounting, Forensic Accounting, Environmental Reporting, Corporate Social Reporting. Discuss the implications for financial analysis of differing financial reporting systems	
5	**Accounting in computerized environment and importance of internal control:** Bird eye view of different accounting software and ERP packages e.g. TALLY , SAP etc., importance of effective internal controls. Objective of Audit of Financial Statements.**Types of Audit prescribed under Companies Act, 2013**	
6	**Project Work:** A project on Financial Statement analysis of a company, using any of the technique for analysis like ratios, trend analysis, common size statement	

Suggested Readings:

1. Chandra, Prasanna, “Finance Sense – Finance for Non-finance Executives”, Tata McGraw Hill
2. Gupta, Ambrish, “Financial Accounting for Management – An Analytical Perspective”; Pearson Publications
3. Kishore, M. Ravi, “Advanced Cost Accounting and Cost systems”, Taxmann Publications
4. Narayanaswamy R, Financial Accounting- A managerial perspective, PHI Learning Pvt Ltd 2014.
5. Palat, Raghu, “How to Read Annual Reports and Balance Sheets”, JAICO Publishing House
6. Ramachandran, and Kakani, “How to Analyze Financial Statements”, Tata McGraw Hill
7. Tulsian and Tulsian, “ Financial Reporting”, S.Chand
8. Vijaykumar M P., “First Lessons in Financial Reporting”, Snow White Publications

MBA Sem IVInternational Financial Management

Course Objectives:

- The objective of this course is to acquaint students with various sources of availing finance in cross border dealings

Syllabus:

UNIT	Content	
1	**Introduction:** An overview, Scope and objective of International Finance, Distinction between Domestic and International Finance, Importance and Challenges of International Financial Management, India's financial sector reforms after globalization.	
2	**International Flow of Funds and Monetary System:** Concept, Principles and various components of Balance of Payment, International Monetary System-Evolution, Gold standard, Bretton woods system, The Flexible Exchange Rate Regime, The current Exchange Rate Arrangements.	
3	**Foreign Exchange Market:** Functions and structure of the Forex market, major participants, Types of transactions, Foreign Exchange Exposure, various tools and techniques of Foreign Risk Management and Risk Management Products	
4	**Foreign Exchange Rate Determination:** An overview, Factors influencing Exchange Rates, Foreign Exchange rate quotations, International Arbitrage and Interest Rate Parity, Relationship between Inflation, Interest Rates and Exchange Rates - Purchasing Power Parity	
5	**International Trade Settlement:** Concept, objective and importance of International Trade, risks involved in International Trade, factors influencing International Trade and its settlement **Methods of International Trade Settlement:** Open account, Advance Payment, Documentary Credit, Documentary Collection, and Consignment Trading	
6	**International Trade Finance:** Pre and Post Shipment Finance, Suppliers credit, Buyer's credit, Factoring, Forfeitingand Offshore BankingDocumentary Credit Mechanism Steps involved in LC mechanism and role played by parties.	

Suggested Readings:

1. Jain,Peyrard and Yadav: International Financial Management, Macmillan India Ltd. New Delhi 02
2. P.G.Apte: International Financial Management, Tata McGRAW, Hill.
3. V.Sharan : International Financial Management, Prentice Hall of India Pvt. Ltd. New Delhi-01
4. MadhuVij: International Financial Management Anurag Jain, Excel Books, Daryaganj, New Delhi 02
5. C Jeevanandam: Foreign Exchange, (Practice, Concepts & Control) Sultan Chand & Sons, Daryaganj, New Delhi 02
6. V.A. Avadhani : Global Business Finance, Himalaya Publishing House Mumbai 04

MBA Sem IV
Financial Risk Management

Course Objectives:

- To know the techniques of Financial Risk management

Syllabus:

UNIT	Content	
1	'Financial Risk' Definition, Risk Process, Risk Organization, Risk vs Time, Risk vs Return, Key Risks- Interest Rate, Market Risk, Currency Risk, Credit Risk, Liquidity, Legal and Operational	
2	Risk Measurement & Control, Risk Exposure Analysis, Risk Management & Mitigation Policy – Strategy of Timing limit – Stop loss limits, Position limit, Exposure and Risk, Interest Arbitrage	
3	Asset Liability Management, Cost Centre/ Profit Centre, Integrated Treasury Planning & Control, Risk Analysis, Liquidity Management, Mark to Market concept, Value of Risk, Accounting valuation & Exposure elimination	
4	Risk Adjusted Return on Capital, Capital Adequacy Norms, Risk in Derivative Trading	
5	Risk Hedging – Instruments & Mechanisms, Forward/ Future/ Options, Arbitrage Opportunities	
6	Challenges of BASEL norms & its implications to hedge positions, System Audit significance	

Suggested Readings:

1. International Finance and Risk Management – P.G.Apte
2. International Finance and Risk Management-Rajwade
3. Option/Future/Derivatives-Hull
4. How to manage Foreign Exchange Risk by Raghu Palak
5. Corporate Finance – 6th Edition McGraw – Hill Companies by Stephen, Westerfield, Jaffe &Jaffery (Feb – 2002)
6. Financial Theory and Corporate Policy by Copeland, Weston, Shastri (2004) 4th edition – Addison & Wesley
7. Treasury Management in India by A. A. Avadhani

Publication:

1. Exchange Cover & Risk Management FEDAI Publication
2. AP/ DIR Series Circular of RBI

MBA Sem IVCorporate Finance

Course Objectives:

- To orient the students regarding application of Corporate Finance
- To orient the students to understand basic concepts of Financial Planning and Liquidity Management
- To Orient the students to understand the concept of business combinations and Accounting for Mergers and Acquisitions

Syllabus:

UNIT	Content	
1	**Corporate Finance:** Nature and Scope of Corporate Finance, Changing role of Corporate Finance in global economic environment, sources of long term and short term finance, Corporate Governance	
2	**Financial Planning :** Financial Planning, Long range planning and Short range planning, Steps in the preparation of Financial Plan, Factors affecting financial planning, **Capitalisation**: Meaning, Over-Capitalisation and Under captilisation-Meaning, Causes and Remedial Measures.	
3	**Cash flow Management/Liquidity Management**:**Inventory Control Management-** inventory control system, Factors determining level of Inventory, Techniques of Inventory control. **Management of Receivables**:-Determinants of Size of investment in Receivable.	
4	**Corporate Restructuringand Business Combination**;-Meaning , objectives and Motives behind Business Combination, **Tools of corporate Restructuring** – Amalgamation, Strategic Alliance, Mergers, Demerger, Joint Venture, Acquisition, Slump sale, Divestment, Franchise. **Restructuring Techniques**; Mergers and Acquisition-portfolio restructuring –financial restructuring, Practical cases of Corporate Restructuring	
5	**Mergers and Acquisition:**Meaning , Types of Mergers , Merger negotiations, calculation and Significance of P/E Ratios and EPS Analysis , Market Capitalisation, Analysis of Mergers & Acquisitions, The Legal and Regulatory framework of Mergers and Acquisition(Law and Statutes in India)-The Indian Companies Act-2013, IRDA Act-1951. Cases – Discussion on Mergers & Acquisitions in the Business World, Cases, Failure of Mergers and Acquisition	
6	**Accounting for Mergers & Acquisitions:** Accounting methods for Mergers & Acquisition - Purchase Method and Pooling of Interest Method, Tax aspects on Mergers and Acquisitions	

Suggested readings

1. Introduction to Corporate Finance – Terry S. Maness, McGraw – Hill International Editions, Finance Series
2. Financial Management – I.M. Pandey, Vikas Publishing House Pvt. Ltd.
3. Financial Management - Theory, Concepts and Problems – R.P. Rustagi, Galgotia Publishing House
4. Modern Corporate Finance – Alan Shapiro & Sheldon Balbirer
5. Financial Management – Dr. P.C. Tulsian, S Chand Publishing
6. Financial Management – Dr. N.M. Vechalekar, NiraliPrakashan
7. Mergers and Acquisitions – The Art of Science: Practioner's Perspective- Ashish Patil , SAAA Capital Pte. Ltd

Human Resources Management Specialization	
Specialization - E - (i)	HRP - Recruitment and Selection
Specialization - E - (ii)	Training & Development
Specialization - E - (iii)	Employee Relationship Management
Specialization - E - (iv)	Managerial Competencies & Career Development
Specialization - E - (v)	Personnel Cost & Compensation Management
Specialization - E - (vi)	Performance Management System
Specialization - E - (vii)	Labour Laws

MBA Sem III

HRP – Recruitment and Selection

Objectives

To develop analytical skill and abilities for understanding the impact of change in the manpower situation in a company to help the organizations in their manpower planning activities.

To help students in acquiring necessary skill for manpower planning of a business enterprise.

Unit	Content
1	**Human Resource Planning:** Objectives, Benefits, Advantages, Limitations and Problems. Linkage of HR Planning with Other HR Functions Influencing Factors in Manpower Planning.
2	**HR Planning Tools, Methods and Techniques:** Job Analysis, Job Description, Job Specification Skills Analysis/Skill Inventory, Performance Appraisal
3	**HR Inventory:** Quantitative Aspects, Qualitative Aspects, Methodology, Computerized Manpower Planning Information System
4	**Use and Applicability of Statistical and Mathematical Models in Manpower Planning:** Cohort Analysis, Census Analysis, Markov Models
5	**HR Planning Techniques and Formulation of Manpower for** · Running Enterprises with No Major Expansion Plans · A Running Enterprise with Major Plans for Expansion, Modernisation, Diversification etc. · A New Enterprise about to be set up **NOTE**: Recent Trends in HR Planning to be taught.
6	Recruitment and Selection – Recruitment Process, Sources and Methods of Recruitment, Evaluation of methods of recruitment. Steps in selection

Recommended Reading

1. John Bramham, Human Resource Planning, Universities Press.
2. Paul Turner, HR Forecasting and Planning, CIPD.
3. Edward, Leek, et al.: Manpower Planning, Strategy and Techniques in Organizational Context, Wiley
4. J.W. Walker: Human Resource Planning, McGraw Hill.
5. T. V. Rao, Readings in Human Resource Development, Oxford & IBH.

****** Students will tap into a variety of resources to meet class assignments including outside reading, textbook materials, magazines, newspapers, the Internet, and possibly guest speakers. The learning in this class will not be limited to the class textbook.

MBA Sem III

Training and Development

Objectives

- To understand the significance of Training and Development and its role
- To understand the various methods and applications of Training and Development

Suggested Reading

1. Prior, John, Handbook of Training and Development, Jaico Publishing House, Bombay.
2. Trvelove, Steve, Handbook of Training and Development, Blackwell Business.
3. Warren, M.W. Training for Results, Massachusetts, Addison-Wesley.

Unit	Content	
1	Introduction: Concepts and Rationale of Training and Development; overview of training and development systems; organizing training department; training and development policies; linking training and development to company's strategy; Requisites of Effective Training ; Role of External agencies in Training and Development.	
2	Training Needs Assessment (TNA): Meaning and purpose of TNA, TNA at different levels, Approaches for TNA, output of TNA, methods used in TNA.	
3	Training and Development Methodologies : Overview of Training Methodologies- Logic and Process of Learning; Principles of Learning; Individual differences in learning, learning process, learning curve, learning management system; Criteria for Method Selection; Skills of an Effective Trainer; Use of Audio-Visual Aids in training; Computer Aided Instructions- Distance Learning, Open Learning, E- Learning; Technologies Convergence and Multimedia Environment. Development Techniques for enhancing decision–making and interpersonal skills, Case-study, in-basket exercise, special projects, multiple management Programme Learning, Action learning, Syndicate Work, Games, Action Maze, Role Play; Demonstration and Practice Monitoring; Coaching; Self Diagnostic Skills, Experience Learning, Discovery Learning, Brain Storming, Counselling, Position Rotation, Team Building, and Sensitivity Training .	
4	Designing Training and Development Programs: Organisation of Training and Development programs, Training design, kinds of training and development programs- competence based and role based training; orientation and socialization; diversity training, choice of training and development methods, Preparation of trainers; developing training materials; E-learning environment; Flexible learning modules; Self development; Training process outsourcing.	
5	Evaluation of Training and Development: Reasons for evaluating Training and development programs, Problems in evaluation; Evaluation planning and data collection, different evaluation frameworks, Problems of Measurement and Evaluation; Costing of training, measuring costs and benefits of training program, obtaining feedback of trainees; Methods of evaluating effectiveness of Training Efforts ; Kirkpatrick Department of Commerce, University of Delhi 36 Model of Training Effectiveness; Training issues resulting from the external environment and internal needs of the company.	
6	Emerging Trends in Training and Development: Gamification, team training and six sigma training; Training and development initiatives of some selected companies from private and public sectors and MNCs. Some cases of real business world to supplement learning from the course	

4. Craig, Robert L., Training and Development Handbook, McGraw Hill.
5. Garner, James, Training Interventions in Job Skill Development, Addison-Wesley.

6. Kenney, John; Donnelly, Eugene L. and Margaret A. Reid, Manpower Training and Development, London Institute of Personnel Management.
7. Noe, Raymond A., and Amitabh DeoKodwani, Employee Training and Development, Tata McGraw Hill.
8. Blanchard, P. Nick, James W. Thacker and V. Anand Ram, Effective Training: Systems, Strategies, and Practices, Dorling Kindersley (India) Pvt. Ltd.
9. Rolf, P., and UdaiPareek, Training for Development, Sage Publications Pvt. Ltd.
10. Michalak, Donald, and Edwin G. Yager, Making the Training Process Work, Writers Club Press.
11. Jack J. Phillips, Hand book of Training Evaluation and Measurement Methods, Routledge.
12. Dayal, Ishwar, Management Training in Organisations, Prentice Hall.

MBA Sem III

Employee Relationship Management

Objective:

- This course is structured to give an insight to the students in the areas of maintaining employee relations and the welfare provisions to be made available to them.

Syllabus

Unit	Content	Session
1	**INDUSTRIAL RELATIONS – An Overview** Overview of Industrial Relations (IR), Meaning and Scope of IR, Perspectives/Approaches to IR ,Major stake holders of IR , Evolution of IR in India , Changing Dimensions of IR in India, Impact of globalization on IR, ILO	
2	**THE FACTORIES ACT, 1948.** Important definitions, Scope and Objectives of the Act, Health, Safety and Welfare Provisions under the Act.	
3	**THE INDUSTRIAL DISPUTES ACT, 1947.** Important definition,. Scope and objectives of the Act, Machineries and Authorities under the Act-Conciliation, Adjudication and Arbitration, Provisions relating to Lay off, Retrenchment, Closure, Strikes and Lock outs.	
4	**THE INDUSTRIAL EMPLOYMENT (STANDING ORDERS) ACT, 1946.** Important definitions, Scope and Objectives, Matters to be provided in a Standing Order, Draft Standing Order, Procedure for the certification of standing orders, Posting of Standing Orders, Appeal Operation of Standing Orders.	
5	**TRADE UNION ACT,1926** Concepts, Functions, Objectives , Structure, Kinds of Trade Unions, Problems of Trade Unions, Trade union movement in India, Trade Union Act, 1926,Applicability,Registration, Recognition of Trade unions	
6	**COLLECTIVE BARGAINING** Concept, Essential Pre requisites for collective bargaining, Levels of Collective Bargaining Plant Level, Industry Level and National Level, The collective Bargaining Process- Advantages and disadvantages of collective bargaining,	

Suggested Reading

1. Labour Welfare ,Trade Unionism and Industrial Relations – Punekar ,Deokar ,Sankaran
2. Managing Human Resources Industrial Relations in India – R.S.Dwivedi
3. Dynamics of Industrial Relations - Mamoria
4. Introduction to Labour and Industrial Law – Dr.Avtar Singh

MBA Sem-III
Managerial Competencies and Career Development

Objectives

- To understand managerial competencies in changing business environment and the resultant challenges
- To establish links between managerial competencies for effective career development

Unit	Content	Session
1	**Concept of Competencies:** Meaning and significance of Managerial competencies for effective work performance, Theoretical foundations for competency identification and its role in career development, managerial competency and career development in a dynamic business environment and in global workplace, PJ Job fit Theory, PE fit Theory, Holland Theory.	
2	**Competency Mapping for Career Development:** Competency Mapping - concept and scopes, significance of competency mapping for effective HRM, techniques for competency mapping, career planning, role of competency mapping in career planning and development, Traditional career development vs. Protean career development theory, contribution of effective competency mapping in effective career development system.	
3	**Competencies and Career Development Practices :**Career Anchors, relevant issues in career development – competency approach to career development, competency building, competencies and career development strategies, mentoring for career development. Succession planning, fast tracking, dual laddering,	
4	**Competency Appraisal for Career Development:** Need and benefits of effective appraisal for career management by organizations, techniques of appraisal, identifying performance dimensions for competency building.	
5	**Training for Competency Management for Effective Career Development:** Drawing career paths for self and the employees of the organization; career translation and career plateauing, identifying training needs, develop suitable training programmes for competency management, challenges in training for career development of employees, implementing and managing training programmes consistently.	
6	**Management Competencies and Career Development in Organizations:** Developing a model for competency mapping and management for effective career development for a chosen firm, Career Development and Business strategy, Special issues in Career Development.	

Suggested readings:

1. Lisa a Manero, Cheryl Tromley, Developing Managerial Skills in OB
2. T.B. Rao, Assessment CenterVasant Naik, Assessment Center
3. Nitin Sarawadekar, Career Development
4. Spencer and Spencer,Competency at Work, Wiley Publication
5. Radha Sharma, 370 degree Feedback, Competency Mapping and Assessment Center

MBA Sem-IV
Personnel Cost and Compensation Management

Objectives

- To increase student knowledge and comprehension about the compensation function. Student will be able to analyze, integrate, and apply the knowledge to solve compensation related problems in organizations.
- To familiarize the students with the basic concepts, techniques, and tools of job evaluation, To impart skills in formulating a compensation policy and planning a suitable package on principles of equity and efficiency.
- To comprehend and analyze the components of executive compensation and to focus on designing a package that pleases all the stakeholders of the organization.
- To facilitate HRM students to design a tax friendly compensation package after learning the basics of taxes.

Syllabus

Unit	Content	Session
1	**Introduction:** Concept, scope and importance of Compensation and Benefits Management; Factors affecting Compensation and Benefits decisions; Roles and responsibilities of Compensation and Benefit Managers.	
2	**Labour Cost:** Components of Compensation package; Bonus: Method of Determining Bonus; Fringe Benefits: concept and types; Wage Incentives: Concept, different kinds of wage incentives plans and their application; Labour Turnover: causes, implications and costs.	
3	**Executive Compensation:** Compensation and organization Structure; Aligning compensation to organization culture; Stock Options and Stock Purchase plans; Economic value added (EVA) as an alternative to Stock based compensation; Pay for performance; Competency based pay.	
4	**Job Evaluation:** Methods of Job Evaluation: the ranking method, the classification method, factor comparison method, point rating methods, Hay guide chart – profile method.	
5	**Company Wage Policy:** National Wage Policy: Objectives, Concepts; Labour Market: Concept, broad types; Wage Determination; Pay Grades, Economic Principles; External Equity: Wage Surveys.	
6	**Taxation Aspect:** Current rules of taxation of salaries; Exemption in income tax-and the rationale; Fringe benefit tax and its implication for the employers and employees; Taxation of stock options; Designing a tax friendly package. **Note:** Simple problems on Income Tax Calculation to be taught.	

Suggested Reading

1. Labour Cost Accounting and Compensation Management (2000): A.P. Rao, Everest Publishing House.
2. New Compensation Management in changing environment: By S.K.Bhatia
3. Managing Human Resources: W.F. Cascio
4. Compensation & Reward Management; By B.D.Singh, ISBN, Excel Books (2007) New Delhi.
5. Wage and Salary Administration by Michael Armstrong and Helen Marlis
6. Wage and Salary Management: S C Fonseca
7. Labour: Richard Perlman

MBA Sem-IV
Performance Management System

Objectives

- To introduce the concept of performance management and its importance in organizations
- To enable students, knowledge of managing performances for greater success
- To provide information about the latest development and trends in the practices of performance management

Suggested Reading

Unit	Content	Session
1	**Introduction to Performance Management:** Definition of Performance Evaluation, Evolution of Performance Management, Definitions and Differentiation of Terms Related to Performance Management. What a Performance Management System Should Do? Importance of Performance Management, Linkage of Performance Management to Other HR Processes; Aims of Performance Management, Purpose of Performance Management, Principles of Performance Management, Dimensions of Performance Management	
2	**Process of Performance Management:** Overview of Performance Management Process, Performance Management Process, Performance Management Planning Process, Mid-cycle Review Process, End-cycle Review Process, Performance Management Cycle at a Glance	
3	**Performance Management Planning and Development:** Introduction, Performance Management Planning, the Planning Process, Performance Agreement, Drawing up the Plan, Evaluating the Performance Planning Process; **Mechanics of Performance Management Planning and Documentation:** The Need for Structure and Documentation, Manager's Responsibility in Performance Planning Mechanics and Documentation, Employee's Responsibility in Performance Planning Mechanics and Documentation, Mechanics of Performance Management Planning and Creation of PM Document	
4	**Performance Appraisal Methods:** Performance Appraisal Methods, Traditional Methods, Modern Methods, and Performance Appraisal of Bureaucrats – A New Approach	
5	**Issues in Performance Management – I:** Team Performance, Performance of Learning Organisations and Virtual Teams: Team Performance Management, Performance Management and Learning Organisations, Performance Management and Virtual Teams **Issues in Performance Management – II:** Role of Line Managers, Performance Management and Reward: Role of Line Managers in Performance Management, Performance Management and Reward, Concepts related to Performance and Reward, Linking Performance to Pay – A Simple System Using Pay Band, Linking Performance to Total Reward, Challenges of Linking Performance and Reward	
6	**Ethics in Performance Appraisal:** Ethics – An Overview, Ethics in Organisations, Ethics in Performance Management, Realities of Ethics in Performance Management, Ensuring Ethics in PM	

1. Demartini C. 2014. Performance Management Systems. Springer, Berlin Heidelberg
2. Armstrong Michael and Barren Angola, Performance management
3. Lowe P, Performance management , Kogan Page India Pvt Ltd, Vol 1
4. Fister M, Performance Appraisal, Kogan Page India
5. Rao T.V. , Performance management and Appraisal systems, Sage Publications, 2007

MBA Sem IV
Labor Laws

Objectives
• To understand the laws and rules pertaining to labour • To understand significance of industrial relations

Unit	Content	Session
1	**Industrial Jurisprudence :** Jurisprudence concept in brief, an overview of industrial jurisprudence, principles as social justice, natural justice, equity and economy, unique characteristics of Indian labour	
2	**Laws relating to working condition - Factories Act 1948 :** Definition, provisions relating to health, safety and welfare, provisions relating working hours for adults, hazardous process, restriction on employment of women and children, enforcement of the act	
3	**Laws relating to wages:** Payment of Wages Act 1936 ; definition, provisions for payment of wages, authorized deduction, enforcement of the act, Minimum Wages Act, the Equal Remuneration Act, 1976 - definitions, payment of equal remuneration, advisory committee, enforcement of the act	
4	**Laws relating to Industrial Relations:** The Industrial Disputes Act 1947 – Definitions, the authorities under the Act, Powers and duties of authorities, provisions related to voluntary arbitration, awards and settlement, provision relating to strikes, lockout, closures, lay-off, retrenchments, offenses and penalties, Industrial Employment (standing orders) Act 1946 - Definitions, procedure for certifications of standing orders, provisions for model standing orders, nature of misconducts, domestic enquiry	
5	**The Trade Union Act 1926:** Definitions, Registration of Trade union, rights of registered trade union, privileges of office bearers of trade unions, outside leadership of trade unions, dissolution, merger & amalgamation of trade unions, enforcement of the act	
6	**The Maternity Benefit Act :** Definition, right to payment of maturity benefit, provision pertaining to leave, forfeiture of the benefit, Minimum Wages Act - Definition, provisions - meaning of the term "Wage" - Wage Vs. Salary, "Workmen Compensation Act"	

Suggested Reading

1. J.K.Bareja, Industrial Laws, Galgotia and Sons
2. P.R.N.Sinha, Industrial relations, Trade unions and Labour legislation, Pearson Edu
3. Paul Blyton, Peter Turnbull, Dynamics of employee relations, Macmillan
4. V.P.Micheal, Industrial relations in India and Workers Involvement
5. C.B.Memoria, Dynamics of Industrial Relations

Operations Management Specialization	
Specialization - E - (i)	Quality Management
Specialization - E - (ii)	Production Planning & Control
Specialization - E - (iii)	Logistics & Supply Chain Management
Specialization - E - (iv)	Industrial Management
Specialization - E - (v)	World Class Manufacturing
Specialization - E - (vi)	Business Process Re-engineering
Specialization - E - (vii)	Environment , Health & Safety

MBA SemIII
Quality Management

Course objective:

- To understand the Quality Management concept and principles and the various tools available to achieve Quality Management.
- Provide a basic understanding of "widely-used" quality analysis tools and techniques. Create an awareness of the quality management problem-solving techniques currently in use.
- Stressing upon the importance of the quality principles on the business performance.

Syllabus:

Unit	Contents	Sessions
1	**Introduction :** Definition, importance, objectives of quality, Types of Quality, Customer driven quality, determinants of quality, cost of quality, dimensions of quality	
2	**Quality Control:** Quality and Financial performance, quality control objectives, quality control and inspection, quality assurance.	
3	**Control Charts for SQC :**Statistical Quality Control (SQC). Control charts for variables such as X, R charts and control charts for attributes such as p-chart,np-chart, c-chart. Construction & use of the control charts.	
4	**Acceptance Sampling for SQC :**Principle of acceptance sampling.Producer's and consumer's risk.Sampling plans –single, double & sequential.Sampling by attributes and variables.	
5	**Customer Focus:** The importance of customer satisfaction, ACSI Model, Kano's model of customer satisfaction, customer – driven quality cycle.	
6	**Quality Systems:** Need for ISO 9000 and Other Quality Systems, ISO 9000:2000 Quality, Quality Auditing, Six Sigma, Taguchi method, TS 16949, Kiezen – concept , system	

Suggested readings:

1. Quality Control – Dale H Bester field – Pearson Education
2. Total Quality Management – Sundarrajan
3. Quality Control & Total Quality Management – Jain
4. The essence of Total Quality Management – Hunsen&Ghare
5. Managing for Total Quality – Logothetic

Journals

1. International Journal of Productivity and Quality Management
2. Journal of Quality Management
3. POM Journal
4. International Journal of Operations & Production Management

MBA SemIII
Production Planning and Control

Course objective:

- To make conceptual clarity of the students.
- To make use of these concepts in industries for effective production planning and control
- Integrate the all management functions and study the contribution of production function with respect to other functions.

Syllabus:

Unit	Contents	Sessions
1	**Introduction to PPC:** Meaning, Objectives, Levels of Production Planning, Production interlink with other functions of management, Organizational set up of Production planning department.	
2	**Factors influencing PPC system in the organization:** Project and Job production, Batch production, mass and flow production, continuous or process production, comparison of manufacturing methods.	
3	**Process Planning, Scheduling & Dispatching:** Introduction, Inputs to process planning, steps in process planning. Process planning in different situations, cost benefit analysis, just in time, Material Requirement Planning (MRP). *Scheduling & Dispatching*: Concept, Inputs of Scheduling, Job Sequencing, Project scheduling. Dispatching- Introduction, functions of dispatching, dispatching under different situations.	
4	**Forecasting for production:** Objectives, forecasting Error, forecasting methods, statistical approach for making forecast, measuring seasonal variations.	
5	**Production Control:** Meaning, objectives, necessity of production control, level of production control, techniques of production control.	
6	Enterprise Resource Planning: What is ERP? An overview of Production Planning & Control Module in an ERP.	

Suggested readings:

1. L. C. Jhamb, Production Planning & Control, Everest Publishing House, Pune
2. Chase, Aquitlano Jacobs, Production and operations management, TMH,
3. James Dilwarth, Production and operations management, McGraw Hill, International, Delhi.
4. Chunnawala& Patel, Production and operations management, Himalaya Publishing House Pvt. Ltd, Mumbai.
5. Scott T. Young, Essentials of Operations Management, Sage Publications India Pvt.Ltd., New Delhi.

Journals

1. Journal of production research and management
2. POM Journal
3. International Journal of Operations & Production Management

MBA Sem III
Logistics &Supply Chain Management

Course objective:

- To gain the in depth knowledge, and importance of the subject of Supply Chain Management (SCM)
- To acquire the working knowledge.

Syllabus:

Unit	Contents	Sessions
1	**Introduction to Logistics and SCM:** Meaning, objectives, importance of various terms and concepts of SCM in relation to competitive global business . EOQ models, Customer Relationship Management and Supply Chain	
2	**Planning and SCM:** Planning Demand & Supply chain, types of distribution network, concept of 5R in achieving Customer satisfaction/ delight. Role of agent, Distributer, Ware house, Retailer ,and various types of distribution level	
3	**Materials Management and Logistics:** Meaning of logistics in reference to materials management, broader sense including transport selection, long term contracts for information flow & material flow to reach the supply with 5R.Sourcing and pricing of logistics.	
4	**Transportation Systems:** Types of transportation systems & their merits/ demerits, , selection of suitable type, complexities in trans shipment, and exporting the goods, role of forwarding and clearing agents and documentation requirements.	
5	**Integration of Logistics functions:** Developments in outsourcing of Logistics-stores functions-bar coding, layout, , material handling, and suitable equipments for it, overall integration of various functions of material management, stores, procurement, distribution network tuned to information flow from customers to get the effectiveness .	
6	**Current Trends in Logistics and SCM:** Current developments/ practices- MRP meaning BOM, exploding and dynamic MRPII. 3PL,4PL, use of IT.	

Suggested readings:

1. Materials & Logistics Managent-LC Jhamb
2. Logistical Management-Donald J Bowersox, Davis Closs
3. Logistics &SCM- D.K.Agrwal
4. Materials Management-Dutta
5. Handbook of Materials Management-L.C.Jhamb
6. SCM- Sunil Chopra
7. Concepts & Cases, SCM- Rahul Altekar
8. Scott T. Young, Essentials of Operations Management, Sage Publications India Pvt.Ltd., New Delhi.

Journals

SCM Journal, ICFAI University Press

MBA Sem III
Industrial Management

Course objective:

- To acquire the working knowledge of the subject in relation to Production process and managing the business for various Industrial Engineering/ Management Activities.
- To acquire various techniques for increasing the productivity , efficiency and reduce the manufacturing cost.

Syllabus:

Unit	Contents	Sessions
1	Meaning, concepts, scope, objectives, & importance of Industrial Management. Role of Industrial Manager, functions of Industrial management.	
2	**Productivity &utilization :**Meaning, definition, objectives, purpose, calculation of productivity, factors affecting it, resources for increasing the productivity and utilization of operations.	
3	**Work study/method study:** Definition, objectives, concept, scope, steps involved in work study, various types of charts- activity, material flow, process flow, types of motion, ergonomics,. Work measurement, simplify/ modify the activities, operation sequence, use of tools, fixtures, jigs to increase the quality and quantity of production. Time & motion study, fatigue reduction.	
4	**Selecting Plant location & layout:** Factors affecting the selection. Weighing various factors and selection methods. Types and selection of suitable material handling and storage systems. Types of different layouts & their characteristics.	
5	**Value Analysis and Value Engineering:** Value Analysis- meaning, steps in Value Analysis, Value engineering, BPR (Business Process re engineering)- need , methods and advantages of BPR.	
6	**Industrial Psychology:** Definition, concepts, objectives and scope. Morale, Motivation, Working Climate Analysis, factors affecting, industrial fatigue, industrial legislation.	

Suggested readings:

1. Production & Op. Management- Chunawala
2. Industrial Management& Ind. Engg—O.P.khanna
3. Work Study & Economics-l.C.Jhamb

Journals

Productivity Journals for Industries , ICFAI Publication

MBA SemIV

World Class Manufacturing

Course Objectives

- To gain in depth knowledge of World Class Manufacturing(WCM) systems in globally Leading Manufacturers.
- To gain concept of Strategic Decisions for business, JIT, Total Employee involvement.
- To get acquainted with the use of IT, ERP and MRP systems

Syllabus

Unit	Content	Sessions
1	**Introduction to World Class Manufacturing (WCM):** World Class manufacturing; Concept, Imperatives for success – Technology, systems approach and change in the mindset	
2	**Planning for Manufacturing System:** Strategic decisions in manufacturing management; choice of technology; capacity; Layout; Aggregate Planning and Master production scheduling.	
3	**Materials Planning:** Resources planning - Materials Requirement planning (MRP). Manufacturing Resources planning (MRP-II) Enterprise Resources Planning (ERP).	
4	**Just in Time (JIT):** Just-In-Time (JIT) - Concept, Advantages, Techniques of JIT, JIT Layout, Kanban system, JIT Purchasing.	
5	**World Class Manufacturing development Tools:** Total employee Involvement and small group activities 5-S Concept, Total Productive Maintenance, Automation in design and manufacturing, Automated Material Handling equipments.	
6	**Recent Trends in World Class Manufacturing:** Role of IT in World Class Manufacturing, Flexible Manufacturing Systems (FMS), Group Technology, Six Sigma.	

Suggested Readings:

1. 1.Hugheschris, production and operations management ,London ,pan books ,1985.
2. 2.BuffaElwoods et al, programmed learning for production and operations Management -Illinois ,learning system Co.,1981.
3. 3.Schonberger ,Richard .J.: Japanese manufacturing Techniques ,NY, Free press ,1982 .
4. Devistsiotis Kostas N, Operations Management, Auckland. McGraw Hill, 1981.
5. B.mahadevan, Operations Management, Pearson Education.
6. L.C.Jhamb, Production and Operations Management, Everest publishing House.

MBA SemIV
BUSINESS PROCESS REENGINEERING

Course Objectives

- To explain how organizational performance in terms of efficiency and effectiveness can be improved through BPR.
- To introduce BPR as a change management tool.
- To explore and master the fundamental principles of BPR.

Syllabus

Unit	Content	Sessions
1	**Introduction to business processes:** Definition of business process, Dimension of business process, Common business processes in an organization, Definition of business process redesign, Definitions of various management-related terms, Overview of business process reengineering, Business processes improvement	
2	**Introduction to Business Process Reengineering (BPR):** History of BPR, Basics of BPR, Definition of BPR, Emergence of BPR, The need for reengineering, Benefits of BPR, Role of leader &manager, Break through reengineering model, BPR guiding principles, Business process reengineering &performance improvement, Key targets of BPR, Difference between BPR and TQM, BPR and Process Simplification, BPR and Continuous improvement	
3	**BPR in Manufacturing Industry:** Introduction, Enablers of BPR in manufacturing –Agile Manufacturing, Lean Manufacturing, JIT, Collaborative Manufacturing, Intelligent Manufacturing, Production Planning, Product design &development.	
4	**BPR &Information Technology:** Introduction ,Relationship between BPR &Information Technology, Role of Information Technology in reengineering, Role of IT in BPR (with practical examples), Criticality of IT in business process, BPR tools &techniques, Enablers of process reengineering, Tools to support BPR ,Future role of IT in reengineering	
5	**BPR implementation methodology:** Reasons of implementation of BPR, Necessary attributes, BPR team characteristics, Key concepts of BPR, BPR methodology, Different phases of BPR, BPR model, BPR methodology selection guidelines, Common steps to be taken for BPR implementation	
6	**Success factors of BPR:** Reengineering success factors, Critical success factors of BPR, Reasons for BPR project failure &success, Reengineering drives cause many changes. **Managing barriers to business process reengineering success:** Potential project implementation success, Risks associated with business process reengineering projects, Business process reengineering implementation barriers	

Suggested Readings:

1. Business Process Reengineering - Radhakrishnan, Balasubramanian, PHI, Eastern Economy Edition, 2008.
2. Business Process Reengineering - Jayaraman, Ganesh Natrajanand Rangaramanujan, MGH.

Business Process Reengineering and Change Management- Dey, Biztantra.

MBA Sem IV
ENVIRONMENT, HEALTH & SAFETY

Course objective:

- To learn the basic concepts of safety management.
- To study the various provisions of health and safety.
- To know Environmental Pollution and Protection Acts.

Syllabus:

Unit	Contents	Sessions
1	**HealthandSafetyOrganization andAdministration:**SafetyOrganization,SafetyPlanning,Safetypolicies,Role ofSafetyofficer,Firehazards,Fireinspection,Safetyinspection,Plant inspectionlist,Recordkeeping.	
2	**Occupational and Work Related Health and Safety:** Occupational health, Occupational Safety, Occupational Disease, Fire Basic Chemistry/ Mechanism, Reasons, Prevention and Types of Fire, Extinction of Fire, Loss Prevention, Association-Objective Formation, Scope and Significance.	
3	**Accident compensation statutes: Section I:** The Dangerous Machines Act 1983 (Entire Act), The fatal accident Act 1855 (Entire Act) , Workmen Compensation Act1928 (Health and Safety Related Sections), The Mine Act 1952 (Section19 to22)	
4	**Accident compensation statutes: Section II:** The Employers liability Act 1938 (Entire Act), Public Liability Insurance Act 1991 (Entire Act), The Employees State Insurance Act 1948 (Health and safety Related Sections), Factories Act 1948(Section 11 to Section 30), Maharashtra Factories Rule 1963 (Health and Safety Related Sections), Maharashtra Safety Officers Rule 1982(Health and Safety Related Sections)	
5	**EnvironmentalPollution:**Air pollution, Waterpollution, Soilpollution, Noisepollution, TheAirPreventionandControlAct1981, TheWaterPreventionandControlAct1974,	
6	**EnvironmentalProtection:**TheEnvironment ProtectionAct1986:Definitions,Generalpowers ofthecentralGovernment:Power ofCentralGovernmentto takemeasurestoprotectandimproveenvironment,appointmentofofficers andtheirpowers andfunctions,rulestoregulateenvironmentalpollution.	

Suggested readings:

1. IndustrialHealthandSafetyManagement -A.M.Sarma
2. SafetyManagement:-JohnV.Grimaldi,RollinH. Simonds
3. IndustrialSafetyManagement- L.M.Deshmukh

SupplementaryReadingMaterial- BAREActsAPSLabourDigest

Websites - www.lawsinindia.com

Journals

1. Management&LabourStudies
2. International LabourReview

Project Management Specialization	
Specialization - E - (i)	Managing IT Projects
Specialization - E - (ii)	Scheduling & Tracking of Projects
Specialization - E - (iii)	Managing Project Teams & Resources
Specialization - E - (iv)	Estimating Software Projects & Managing Costs
Specialization - E - (v)	Business Analysis
Specialization - E - (vi)	Software Engineering & Quality Management
Specialization - E - (vii)	07 Using System & Tools in Projects

Project Management

Subject 01: Managing IT Projects

Unit	Description
1	Project, Overview & Basic concepts
2	The PMI Framework
3	Managing Scope & Requirements
4	Software Project Life cycle
5	Project Planning & Scheduling
6	Project Risk Management

Subject 02 Scheduling & Tracking of Projects

Unit	Description
1	Project Management Goals
2	Scheduling & Planning
3	Tracking the Schedule with tools
4	Monitoring & controlling the Projects
5	Tracking Project Cost & Control
6	Scheduling and tracking with Agile Methodology

Subject : 03 Managing Project Teams & Resources

Unit	Description
1	Understanding Team Management & Human Resource Planning
2	Estimation Acquisition and Team Development
3	Team Building collaboration and Communication
4	Team Utilization

5	Conflict Resolution in Project Management
6	Training

Subject : 04 Estimating Software Projects & Managing Costs

Unit	Description
1	Introduction & Understanding Projects
2	Market Dynamics & Resource Availability
3	Project Execution Approach
4	Project Estimation Techniques, Work Breakdown Structure
5	Winning Strategies for successful Projects
6	Review & Validation of Project Plan/Estimation

Subject : 05 Business Analysis

Unit	Description
1	Overview of Business Analysis & The IIBA Framework
2	Business Analysis Planning & Management
3	Requirements Elicitation , Gathering and Analysis
4	Flow Perspective, The Information Perspective
5	The Dynamic Perspective, Business Rules Perspective
6	The Human Factors Perspective, Security and Compliance Perspective, Enterprise perspective.

Subject : 06 Software Engineering & Quality Management

Unit	Description
1	Introduction to Software Engineering and Life cycle Models
2	Requirement Management & Analysis
3	Design Phase
4	User Interface Design
5	Code Constructions Standards & Guidelines
6	Testing Phase

Subject : 07 Using System & Tools in Projects

Unit	Description
1	Project Management Process
2	Roles in Project Management
3	Essential tools for Project Initiation
4	Tools for Project Initiation
5	Systems for successful Project Management
6	Tools for Project Management

MBA Sem IV
Capstone Project

Objective:

- To provide insights into the functioning of various departments in the organization who are working hand in hand in the pursuit of set goals and objectives

At the end of Semester III,each student shall undertake Capstone Project in an Industry for 50 (**Fifty Days**). It is mandatory for the students to seek written approval from the Faculty Guide about the Topic & the Organisation before commencing the Summer Capstone Project.

During Project students are expected to take necessary guidance from the faculty guide allotted by the Institute. To do it effectively they should be in touch with their guide through e-mail or telecon.

Capstone Project should be a research project or it may be an operational assignment that involves working by the students in an organization.

In case of an operational assignment

1) Students are expected to do a project work in an organization wherein they are doing Summer Internship.
2) The students should identify specific problems faced by the organization in a functional area in which the assignment is given. e.g.
   a) Sales - sales targets are not achieved for a particular product or service in a given period of time.
   b) Finance – mobilization & allocation of financial resources.
   c) HR – Increase in employee turnover ratio.
3) In this study students should focus on
   - Identifying the reasons / factors responsible for the problems faced by the organization
   - Collection of data(Primary & Secondary) related to reasons /factors responsible for these problems
   - Data Analysis tools & interpretation
   - Findings & observations.
   - Suggestions (based on findings & observations) for improving the functioning of the organization.

The ***learning outcomes and the utility to the organization*** must be highlighted in Project Report.

MBA Semester IV

Data Analysis Using Software Tools (SPSS) – Open course

Course Objectives

- To familiarize the students with the use of SPSS package for analysis and interpretation of statistical data.
- To use SPSS for effective decision reporting.

Unit	Contents Sessions
1	SPSS Windows Processes: Mouse and keyboard processing, frequently used dialog boxes, editing output, printing results, the Options option
2	Creating and editing a Data File Managing data: Listing cases, replacing missing values, computing new variables, recoding variables, exploring data, selecting cases, sorting cases, merging files
3	Graphs Creating and editing graphs and charts
4	Frequencies Frequencies, bar charts, histograms, percentiles
5	Descriptive Statistics Measures of Central Tendency, Variability, Cross Tabulation, Chi square Analysis, means procedure
6	Testing of Hypotheses Bivariate Correlation, The T test procedure, The one way ANOVA procedure.

Teaching Methodology

Case based Lectures, Assignments, Projects, Exercises, Class Discussions and Videos. Suggested Readings

Darren George, Paul Mallery:

Gupta S. L. :

Alan Bryman, Duncan Cramer :

SPSS for Windows – Step by Step : Pearson Education, (LPE).

SPSS 17.0 for Researchers, International Book House Pvt. Ltd.

Quantitative Data Analysis With SPSS : A Guide for Social Scientists , Routledge

MBA Semester IV

E-Commerce Applications

Course Objectives

To enable knowledge about E-commerce, security issues of e-commerce, payment systems of e-commerce and various e-commerce applications.

Unit

Contents

Sessions

1 Introduction to E-Commerce

Brief history of e-commerce, definitions of e-commerce, technical components and their functions, e-commerce versus traditional business, requirements of e-commerce.Advantages and disadvantages of e-commerce, Value chain in e-commerce, current status of e-commerce in India.

2 Business Models for e-commerce

Types of business models (B2B, B2C, C2B,C2C) with examples. EDI – Requirement of EDI, types of EDI, advantages and disadvantages of EDI. ISP, Types of ISP, Choosing an ISP, domain name, domain name types, how to register domain name.

3 E-commerce Security

Security issues, privacy issues, basic computer security, secure transaction, security threats, risk, security tools. Hacking, viruses, denial of service attacks, malicious code, Intruders, attacking methods. Cryptography, types of cryptography, symmetric and asymmetric cryptography. Firewall, types of firewall, components of firewall. Digital signature, digital certificate, secure electronic transactions, secure socket layer.

4 E-commerce Payment System

Overview of Electronic payment technology, limitations of the traditional payment system, requirements of e-payment system. B2B Electronic Payments, Third-Party Payment Processing, Electronic Payment Gateway Electronic or digital cash, properties of digital cash, how it works. Online credit card payment system, smart card.

5 E-Commerce Applications

E-Commerce and banking, e-commerce and retailing, e-commerce and online publishing, online marketing, e-advertising, e-branding.

6 Mobile Commerce

Overview of M-Commerce - Wireless Application Protocol (WAP), Generations of Mobile Wireless Technology, Components of Mobile Commerce, Networking Standards for Mobiles Examples of M-Commerce, Current Status of M-Commerce in India, , M-commerce applications, Mobile information Services, Mobile banking and trading.

References

E-Commerce, C.S.V. Murthy, Himalaya Publishing House

E-Commerce A Managerial Perspective P.T.Joseph, Prentice Hall of India

Frontiers of Electronic Commerce Kalakota and Whinston, Pearson Education

MBA Semester IV

Enterprise Resource Planning (ERP)

Course Objectives:

- To understand the business process of an enterprise
- To grasp the activities of ERP project management cycle
- To understand the emerging trends in ERP developments

Unit	Particulars
1	Introduction Overview of enterprise systems – Risks and benefits - Fundamental technology – key elements to be consider in planning design and implementation of multi functional integrated ERP systems
2	Functional Modules Basics of ERP software - Small medium and large enterprise vendor solutions, BPR, Basics of ERP modules - Accounting and Finance, sales and Marketing, Materials and Production management etc Implementation of ERP
3	Planning for ERP -Implementation life cycle , Methodology and Frame work- Training – Data Migration. People Organization in implementation
4	Post Implementation of ERP Organizational and Industrial impact, Maintenance of ERP, Effect on System.
5	Recent Developments in ERP Developments in IT Technology, Considerations for Customer Relationship Management, Supply Chain Management and Business analytics etc.
6	Mini Cases citing the ERP in business scenario.

Reference Books

1. MahadeoJaiswal and Ganesh Vanapalli, ERP Macmillan India, 2006.
2. Summer, ERP, Pearson Education, 2008.
3. Jagan Nathan Vaman, ERP in Practice, Tata McGraw-Hill, 2008
4. Vinod Kumar Grag and N.K. Venkitakrishnan, ERP- Concepts and Practice, Prentice Hall of India, 2006.
5. Alexis Leon, Enterprise Resource Planning, second edition, Tata McGraw-Hill, 2008.

MBA Semester III

SWAYAM Course (Open course)

For open course from SWAYAM, student has to select any course of his choice from SWAYAM, complete it and submit the certificate to School of Online Education. The syllabus of this course is available on SWAYAM

BHARATI VIDYAPEETH

[DEEMED TO BE UNIVERSITY]

'A' Grade University Status by Ministry of HRD, Govt. of India

Re-Accredited by NAAC with 'A+' Grade

SCHOOL OF ONLINE EDUCATION

PROGRAMME PROJECT REPORT (PPR) OF FACULTY OF MANAGEMENT STUDIES

BACHELOR OF COMPUTER APPLICATIONS (BCA)

Choice Based Credit System (CBCS)

(w.e.f. 2020-21)

The BCA Programme……

The BACHELOR OF COMPUTER APPLICATIONS Programme (BCA) is a full time three year programme offered by Bharati Vidyapeeth Deemed University (BVDU), Pune School of Online Education. The University is accredited by NAAC with an 'A' grade. The BACHELOR OF COMPUTER APPLICATIONS (BCA) is designed to provide a strong practical understanding of the principles, theories, and tools necessary to succeed in businesses. The BCA programme focuses on imparting to students the ability to demonstrate leadership, understand human relationships, and problem-solving abilities essential for success in any business endeavour. While designing the BCA course, the above facts are considered and the requirements for higher studies and immediate employment are visualized. This effort is reflected in the Vision and Mission statements of the BCA programme. Of course, the statements also embody the spirit of the vision of Dr. Patangraoji Kadam, the Founder of Bharati Vidyapeeth and Chancellor, BharatiVidyapeeth (Deemed to be University) which is to usher in "Social Transformation Through Dynamic Education."

Vision

To prepare the students to cope with the rigor of Post Graduate Programmes in India and Abroad as well as to prepare them for managing Businesses globally and as Entrepreneurs who will also be sensitive to societal concerns.

Mission

To impart sound conceptual knowledge and skills in the field of Computer Applications that can be leveraged for enhancing career prospects in IT industry and higher education in the said discipline.

Objectives

The BACHELOR OF COMPUTER APPLICATIONS (BCA) degree programme has the following objectives…

- To provide students with an in-depth knowledge of Management and Business concepts
- To provide students with a firm foundation in both theoretical and practical concepts and applications to meet the various needs of business organisations at a global level
- To prepare students for the responsibilities and career opportunities with corporations and as entrepreneurs.

Outcome :

1: focuses on preparing student for roles pertaining to computer applications and IT industry

2: start from the basics and in every semester learns each and everything about computers.

3: develop programming skills, networking skills, learn applications, packages, programming languages and modern techniques of IT

4: get skill and info not only about computer and information technology but also in common, organization and management

5: Bachelor of computer applications (BCA) gives a number of opportunities to individuals to go ahead and shine in their lives like software programmer, system and network administrator, web designer, faculty for computer science and computer applications

Duration :

The duration of the BCA degree programme shall be of three years divided into six Semesters. i.e. BCA Part – I (Sem-I & II), BCA Part – II (Sem-III & IV) and BCA Part – III (Sem V & VI). The medium of instruction and examination will be only English.

Eligibility Requirements

A candidate applying for BCA programme should have passed higher secondary or equivalent examination (10 + 2) of any recognized Board.

Grading System for Programmes under Faculty of Management Studies:

1. **Grade Points**: The Faculty of Management Studies, Bharati Vidyapeeth (Deemed to be University) has suggested the use of a 10-point grading system for all programmes designed by its various Board of Studies. A grading system is a 10-point system if the maximum grade point is 10. The system is given in Table I below.

Table I: The 10-point Grading System Adapted for Programmes under FMS

Range of Percent Marks	[80, 100]	[70, 79]	[60, 69]	[55, 59]	[50, 54]	[40, 49]	[00, 39]
Grade Point	10.0	9.0	8.0	7.0	6.0	5.0	0.0
Grade	**O**	**A+**	**A**	**B+**	**B**	**C**	**D**

Formula to calculate GP is as under:
Set x = Max/10 where Max is the maximum marks assigned for the examination (i.e. 100)

Formula to calculate the individual evaluation

Range of Marks	Formula for the Grade Point
$8x \leq$ Marks$\leq 10x$	10
$5.5x \leq$ Marks$\leq 8x$	Truncate (M/x) +2

4x ≤ Marks≤5.5x	Truncate (M/x) +1

2.Scheme of Examination: Courses having Internal Assessment (IA) and University Examinations (UE) shall be evaluated by the respective institutes and the University at the term end for 4**0** and 6**0** Marks respectively. The total marks of IA and UE shall be 100 Marks and it will be converted to grade points and grades.

CCA (Comprehensive Continuous Assessment) – Internal Assessment (IA) of courses will be evaluated in various ways such as
Assignments
Tests
Cases
Activity
Mini Projects etc.

3. Standard of Passing:

For all courses, both UE and IA constitute separate heads of passing (HoP). In order to pass in such courses and to earn the assigned credits, the learner must obtain a minimum grade point of 5.0 at UE and also a minimum grade point of 5.0 at IA.

If learner fails in IA, the learner passes in the course provided, he/she obtains a minimum 25% marks in IA and GPA for the course is at least 6.0 (50% in aggregate). The GPA for a course will be calculated only if the learner passes at UE.

A student who fails at UE in a course has to reappear only at UE as backlog candidate and clear the Head of Passing. Similarly, a student who fails in a course at IA he has to reappear only at IA as backlog candidate and clear the Head of Passing to secure the GPA required for passing.

The 10 point Grades and Grade Points according to the following table

Range of Marks (%)	Grade	Grade Point
80≤Marks≤100	O	10
70≤Marks≤80	A+	9
60≤Marks≤70	A	8
55≤Marks≤60	B+	7
50≤Marks≤55	B	6
40≤Marks≤50	C	5
Marks < 40	D	0

The performance at UE and IA will be combined to obtain GPA (Grade Point Average) for the course. The weights for performance at UE and IA shall be 60% and 40% respectively.

GPA is calculated by adding the UE marks out of 60 and IA marks out of 40.The total marks out of 100 are converted to grade point, which will be the GPA.

Formula to calculate Grade Points (GP)

Suppose that "Max" is the maximum marks assigned for an examination or evaluation, based on which GP will be computed. In order to determine the GP, Set x = Max/10 (since we have adopted 10 point system). Then GP is calculated by the following formulas

Range of Marks	**Formula for the Grade Point**
8x ≤ Marks≤10x	10
5.5x ≤ Marks≤8x	Truncate (M/x) +2
4x ≤ Marks≤5.5x	Truncate (M/x) +1

Two kinds of performance indicators, namely the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a learner in all the courses in a particular semester, while the CGPA measures the cumulative performance in all the courses since his/her enrollment. The CGPA of learner when he /she completes the programme is the final result of the learner.

The SGPA is calculated by the formula

$$SGPA = \frac{\sum Ck * GPk}{\sum Ck}$$

where, Ck is the Credit value assigned to a course and GPk is the GPA obtained by the learner in the course. In the above, the sum is taken over all the courses that the learner has undertaken for the study during the Semester, including those in which he/she might have failed or those for which he/she remained absent. **The SGPA shall be calculated up to two decimal place accuracy.**

The CGPA is calculated by the following formula

$$CGPA = \frac{\Sigma C_k * GP_k}{\Sigma C_k}$$

where, Ck is the Credit value assigned to a course and GPk is the GPA obtained by the learner in the course. In the above, the sum is taken over all the courses that the learner has

undertaken for the study from the time of his/her enrollment and also during the semester for which CGPA is calculated.

The CGPA shall be calculated up to two decimal place accuracy.
The formula to compute equivalent percentage marks for specified CGPA:

% marks (CGPA)	10 * CGPA-10	If 5.00 ≤ CGPA ≤ 6.00
	5 * CGPA+20	If 6.00 ≤ CGPA ≤ 8.00
	10 * CGPA-20	If 8.00 ≤ CGPA ≤ 9.00
	20 * CGPA-110	If 9.00 ≤ CGPA ≤ 9.50
	40 * CGPA-300	If 9.50 ≤ CGPA ≤ 10.00

Award of Honours:

A student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honours are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
9.5≤CGPA ≤10	O	Outstanding	80≤Marks≤100
9.0≤CGPA ≤9.49	A+	Excellent	70≤Marks≤80
8.0≤CGPA ≤8.99	A	Very Good	60≤Marks≤70
7.0≤CGPA ≤7.99	B+	Good	55≤Marks≤60
6.0≤CGPA ≤6.99	B	Average	50≤Marks≤55
5.0≤CGPA ≤5.99	C	Satisfactory	40≤Marks≤50
CGPA below 5.0	F	Fail	Marks below 40

c) **ATKT Rules:**

1. A student is allowed to carry any number of backlog subjects' upto Semester IV.
2. A student must pass Semester I and Semester II to appear for Semester V.

4. FEE STRUCTURE

Sr. No.	Particular	I Year
		For all centres
1	Admission Fee	1000/-
2	Tuition Fee	60000/- (combined for 3 years)
3	Examination Fee	22908/- (combined for 6 semesters)
4	Other charges	1300/- (combined for 6 semesters)
Total		**85208/-**

5. COST ESTIMATE OF THE PROGRAMME AND THE PROVISIONS:

Sr. No.	Programmes	Total Programme Fees	Admission Fee	Tuition Fee	Study Material Development Cost	Contact Lectures Cost	Other Administrative / Educational Expenses
1	B.C.A.	84208/-	1000/-	60000/-	20,00,000/-	2,00,000/-	20,00,000/-

SEMESTER-WISE COURSE STRUCTURE FOR BCA

SEMESTER I

Course Number	**Course Title**	**Credits**	**IA Marks**	**EoTE Marks**	**Total Marks**	**Exam Pattern**
101	Fundamentals of Information Technology	4	30	70	100	UE & IA
102	Algorithm and program Design	4	30	70	100	UE & IA
103	C Programming – I	4	30	70	100	UE & IA
104	Business organization system	4	30	70	100	UE & IA
105	Business Mathematics	4	30	70	100	UE & IA
106	Lab on MS-Office Suite	2	30	70	100	UE & IA
107	Lab on C Programming – I	2	30	70	100	UE & IA
108	**General course-I:** Community Work I / Career & Life Skills / Waste Management	1	50	0	50	IA
Total		**25**	**260**	**490**	**750**	

SEMESTER II

Course Number	Course Title	Credits	IA Marks	EoTE Marks	Total Marks	Exam Pattern
201	Computer Organization and Architecture	4	30	70	100	UE & IA
202	DBMS I	4	30	70	100	UE & IA
203	C Programming - II	4	30	70	100	UE & IA
204	Financial Accounting	4	30	70	100	UE & IA
205	Principles of Management	4	30	70	100	UE & IA
206	Lab on C Programming - II	2	30	70	100	UE & IA
207	Environmental Studies	2	30	70	100	UE & IA
208	**General Course II :** Community Work II (Swacchh Bharat Abhiyan) / Sectoral Analysis / Smart Cities	1	50	0	50	IA
Total		**25**	**260**	**490**	**750**	

SEMESTER III

Course Number	Course Title	Credits	IA Marks	EoTE Marks	Total Marks	Exam Pattern
301	Operating Systems	4	30	70	100	UE & IA
302	Software Engineering	4	30	70	100	UE & IA
303	DBMS II	4	30	70	100	UE & IA
304	Statistics	4	30	70	100	UE & IA

305	Multimedia Technology	4	30	70	100	UE & IA
306	Lab on Oracle and Multimedia	2	30	70	100	UE & IA
307	Lab on Linux Operating System	2	30	70	100	UE & IA
308	**General Course III :** Community Work III / Start up management / Agro Tourism	1	50	0	50	IA
Total		**25**	**260**	**490**	**750**	

SEMESTER IV

Course Number	**Course Title**	**Credits**	**IA Marks**	**EoTE Marks**	**Total Marks**	**Exam Pattern**
401	Computer Networks	4	30	70	100	UE & IA
402	Software Testing	4	30	70	100	UE & IA
403	Java Programming	4	30	70	100	UE & IA
404	Operations Research	4	30	70	100	UE & IA
405	Entrepreneurship Development	4	30	70	100	UE & IA
406	Lab on Java	2	30	70	100	UE & IA
407	Minor Project - I	2	0	100	100	UE & IA
408	**General Course IV:** Community work IV / Basics of Taxation / Meditation & Yoga	1	50	0	50	IA
Total		**25**	**230**	**520**	**750**	

SEMESTER V

Course Number	Course Title	Credits	IA Marks	EoTE Marks	Total Marks	Exam Pattern
501	Introduction to the Internet Technologies	4	30	70	100	UE & IA
502	Object Oriented Analysis and Design	4	30	70	100	UE & IA
503	C# Programming	4	30	70	100	UE & IA
504	Graph Theory	4	30	70	100	UE & IA
505	Elective I	4	30	70	100	UE & IA
506	Lab on Internet Technology and C# Programming	2	30	70	100	UE & IA
507	Minor Project II	2	0	100	100	UE & IA
508	**General Course V:** Social Media Management / Road Safety and Management / Event Management	1	50	0	50	IA
Total		**25**	**230**	**520**	**750**	

SEMESTER VI

Course Number	Course Title	Credits	IA Marks	EoTE Marks		
601	Data warehousing and Data Mining	4	30	70	100	UE & IA
602	Web Programming	4	30	70	100	UE & IA
603	Software project Management	4	30	70	100	UE & IA
604	Business Analytics	4	30	70	100	UE & IA
605	Elective II	4	30	70	100	UE & IA
606	Lab on Web programming	2	30	70	100	UE & IA
607	Major Project	2	0	100	100	UE & IA
608	**General Course VI:** Business Ethics / Basics of Hospitality Management / Aptitude	1	50	0	50	IA
Total		**25**	**230**	**520**	**750**	

Electives:

Elective No.	Elective Group	Course No	Course Name
01	**Information Security**	505-1-A	Information Security Concepts
		605-1-B	Information Security Administration
	Big Data	505-2-A	Introduction to Big Data
		605-2-B	HADOOP

02			
03	**Information Systems**	505-3-A	E-Commerce
		605-3-B	Knowledge Management

Practical Examinations:

For courses Nos. 106,107, 206, 306, 307,406, 506 and 606 there will be practical examination.

Note :

*** The General Courses in all the semesters will be conducted through MOOC (Swayam). The percentage of MOOC courses is 12.5%

SEMESTER I

Course Number	Course Name	L-T-P- Credits	Year of Introduction
101	**Fundamentals of Information Technology**	**3+1+0 = 4C**	**2018-19**

Course Objective:

The main objective is to introduce IT in a simple language to all undergraduate students, regardless of their specialization. It will help them to pursue specialized programs leading to technical and professional careers and certifications in the IT industry. The focus of the subject is on introducing skills relating to IT basics, computer applications, programming, interactive medias, Internet basics

Expected Outcome :

At the end of this course, student should be able to

(a) Understand basic concepts and terminology of information technology.

(b) Have a basic understanding of personal computers and their operations.

(c) Be able to identify issues related to information security.

References (Books, Websites etc) :

How to solve computer – Dromey

Computer Fundamentals by P. K. Sinha,

Suggested MOOC :

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to Computers:** Definition, .Basics of Computer, Characteristics of computers, Evolution of Computer, Block Diagram Of a computer, Generations of Computer, Classification Of Computers, Applications of Computer, Capabilities and limitations of computer.
2	**Computer Arithmetic:** Binary, Binary Arithmetic, Number System: Positional & Non Positional, Binary, Octal, Decimal, Hexadecimal, Converting from one number system to another , 1's Complements, 2's Complements, Computer Codes, Rules and laws of Boolean algebra, Basic Gates (NOT, AND & OR)
3	**Input Output Devices:** Role of I/O devices in a computer system. Input Units: Keyboard, Terminals and its types. Pointing Devices, Scanners and its types, Voice Recognition Systems, Vision Input System, Touch Screen, Output Units: Monitors and its types. Printers: Impact Printers and its types. Non Impact Printers and its types, Plotters, types of plotters, Sound cards, Speakers.
4	**Storage Fundamentals:** Primary Vs Secondary Storage, Data storage & retrieval methods. Primary Storage: RAM ROM, PROM, EPROM, EEPROM. Secondary Storage: Magnetic Disks. Flash Drives, DVD, Blue-Ray disc.
5	**Software:** Software and its needs, Types of S/W. System Software: Operating System, Utility Programs Programming Language: Machine Language, Assembly Language, High Level Language their advantages & disadvantages. Application S/W and its types: Word Processing, Spread Sheets Presentation, Graphics, DBMS s/w, Algorithms and Flow Charts.
6	**Data Communication:** Communication Process, Data Transmission speed, Communication Types (modes), Data Transmission Medias, Modem and its working, characteristics, Types of Networks, LAN Topologies, Computer Protocols, Concepts relating to networking. Internet – Web Browsers, Web servers, Internet Protocol, Hyper text Transfer Protocol, Business Data

	Processing: Introduction, data storage hierarchy, Method of organizing data, File Types, File Organization, File Utilities.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
102	**Algorithm and Program Design**	**3+1+0 = 4C**	**2018-19**

Course Objective:

To understand good principles of algorithm design, elementary analysis of algorithms, and fundamental data structures. The emphasis is on choosing appropriate data structures and designing correct and efficient algorithms to operate on these data structures.

Expected Outcome:

This is a first course in data structures and algorithm design. Students will:

- learn good principles of algorithm design;
- learn how to analyze algorithms and estimate their worst-case and average-case behaviour (in easy cases);
- become familiar with fundamental data structures and with the manner in which these data structures can best be implemented; become accustomed to the description of algorithms in both functional and procedural styles;

References (Books, Websites etc) :

1. Dromey R. G. : How to Solve it by a Computer.

2. Sartaj Sahni: Data Structure, Algorithms and Applications in C++ (Ch II).

Suggested MOOC :

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents
1	**Introduction**:

	Concept, of Problem, Procedure and Algorithm, Algorithm Representation through Pseudo - Code and Flow - Charts, Tracing of Algorithms Such as Swapping, Counting, Finding the Sum, Product, maximum, minimum, of a list of numbers.
2	**Concept of Structured Programming and Procedure Oriented Programming:** Introduction, Concept, Basic Control Structure, Benefits of Structured Programming and Procedure Oriented Programming
3	**Design of Algorithm:** Design of algorithm for problem such as Evaluation of polynomial, Sum of first n factorials, Finding nth term of Fibonacci sequence, Finding largest and second largest of list, Determining nth root of a number, compute, GCD and Base Conversion
4	**Problem Analysis and Design 1**: Problem Analysis and Design of Algorithms for problems such as (1) Swapping (2) Counting (3) Finding the Sum, Product, maximum, minimum of a finite list of numbers, and (4) Simple variations of the above problem realization that, there may be alternative algorithm and that one algorithm may be better (in some sense) than the other.
5	**Problem Analysis and Design2**: Problem Analysis Design of Algorithms for problems such as (1) Evaluation of a polynomial (2) Sum of first n factorials (3) Finding the nth term of a Fibonacci sequence, (4) Finding the largest and second largest of a finite list, (5) Evaluating in finite series and variations of these problems, (6) Determining nth root of a number.
6	**Concept of Array, Sort and Search Technique:** Introduction of Array, Array manipulation such as removing the duplicates, Partitioning of an array, listing of prime numbers, finding prime factor of a number, The problem of search and Merge, Linear, Binary search algorithms, The Problem of Sorting, Selection, Insertion and Bubble

Course Number	Course Name	L-T-P- Credits	Year of Introduction
103	**C Programming - I**	**3+1+0 = 4C**	**2018-19**

Course Objective:

This is a first course in programming. The objective of this paper is to teach the Programming Language C. However, the process of learning a computer language will also be emphasized. Emphasis is also on semantics and problem solving.

Expected Outcome:

At the end of the course a student should be able:

- To solve a given problem using programming/algorithm
- Understand and use C libraries,
- Trace the given C program manually
- Effectively use of Arrays and functions
- Write C program for simple applications of real life using structures and Unions.

References (Books, Websites etc) :

1. Let us C - Y.Kanetkar, BPB Publications 4. Yashawant Kanetkar, let Us C, BPB Publication

2. Programming in C - Gottfried B.S., TMH 2.

3. The 'C' programming language - B.W.Kernighan, D.M.Ritchie, PHI

4. Programming in ANSI C - Balaguruswami, TMH

5. C- The Complete Reference - H.Sohildt, TMH

6. A Structured Programming Approach using C – B.A. Forouzan & R.F. Gillberg, THOMSON Indian Edition

7. Computer fundamentals and programming in C – Pradip Dey & Manas Ghosh, OXFORD

Suggested MOOC :

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan	
Unit	Contents
1	**Introduction to C language** Origins of C, Character Set of C, C Tokens, Keywords and Identifiers, Constants, Variables, Data types, Declaration of variables, Declaration of variables as constant, Operators, Types of operators, Precedence and associativity, Expression, Type conversions in expressions, Input and Output functions - printf(), scanf(), getchar(), putchar(), Formatted input and formatted output.
2	**Decision Control and looping** Introduction, Control Statements- Sequential, Selection, Iteration Statements, Branching structure- if statement, if-else statement, Nested if-else statement, else if Ladder, Conditional operator, switch statement, Loop control structures- while loop, do-while loop, for loop, Nested for loop, Jump statements-break, continue, goto
3	**Functions** Introduction, Purpose of function, Function declaration/ Function prototype, Function definition, Function call, return statement, Function parameters, Types of functions, Call by value , Storage classes, Recursion, Examples on recursive function
4	**Arrays and Strings** Introduction to one-dimensional Array, Definition, Declaration, Initialization, Accessing and displaying array elements, Arrays and functions, Introduction to two-dimensional Array, Definition, Declaration, Initialization, Accessing and displaying array elements, Introductions to Strings, Definition, Declaration, Initialization, Input, output statements for strings, Standard library functions, Implementations with standard library functions
5	**Structures and union** Introduction to structure, Defining a structure, Declaring structure variables, Accessing structure members, nested structure, Array of structure, Array within structure, Introduction to union, Definition, Declaration, Differentiate between structure and union
6	**Pointers** Introduction to pointer, Definition, Declaring and Initializing pointer variable, Indirection operator and address of operator, Accessing variable through its pointer,

	Pointer arithmetic, Dynamic memory allocation, Pointers & Functions, Pointers & Array, Pointers & Structures

Course Number	Course Name	L-T-P- Credits	Year of Introduction
104	**Business Organization System**	**3-1-0 = 4C**	**2018-19**

Course Objective:

To acquaint students with fundamentals of Business Organization and management systems as a body of knowledge.

Expected Outcome :

1. Students shall know about business and structure

2. Students shall know about various forms of business

3. Students will have sound knowledge about overall business environment.

References (Books, Websites etc) :

Reference Books:

S.A. Sherlekar ,Modern Business Organization and Management – (Himalaya Publishing House)

Y.K. Bhushan ,Fundamental of Business Organization & Management – (S Chand Publishers)

Basu, C. R.; *Business Organization and Management*, Tata McGraw Hill, Publishing House, New Delhi, 1998

B S Moshal, J P Mahajan, J S Gujral, Business Organization and Management –. Galgotia Publishing Co, New Delhi

Redmond James, Robert Trager , Media Organization and Management –, Biztantra, New Delhi

Suggested MOOC :

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com www.coursera.com	
Laboratory Experiments:	
1	**Nature of Business** Concept of Business – Meaning, Definition, Nature and Scope, Characteristics of Business. Business as an Economic Activity. Objectives of Business. Structure of Business (Classification of Business Activities. Requisites for Success in Modern Business.
2	**Evolution of Business** Beginning and development of Commerce, Evolution of Industry, Industrial Revolution, Beginning and growth of Indian Business, Industrialization in India.
3	**Forms of Business Ownership** Introduction to various forms – Factors affecting choices of an deal form of ownership, features Merits and Demerits of Sole Proprietorship – Joint Hindu Family Business – Partnership – Joint Stock Company – Co-operative Organisation, Public Enterprises.
4	**Formation of a Company** Stages in formation and incorporation of a company (e Promotion – incorporation and registration – Capital Subscription – Commencement of Business. - Documents of a Company i.e. Memorandum of Association – Articles of Association – Prospectus.
5	**Establishment of Business Enterprise** Various factors to be considered while starting a new Business enterprise i.e. identification of Business Opportunity – Market Assessment – Suppliers – Technology – Location – Human Resource – Finance etc. Small and Medium Enterprises – Meaning Characteristics and objectives. Role of Support Organisation such as Trade Associations and Chambers of Commerce.
6	**Organization of Trade** Channels of Distribution – Meaning, Functions and types. Internal Trade – Wholesale and Retail

	External Trade – Import and Export. Role and importance of support services to Business such as Transport Insurance etc. Business Combinations – Mergers and Acquisitions. Franchising. Business Process Outsourcing. Multinationals – Concept and role of MNCs

Course Number	Course Name	L-T-P- Credits	Year of Introduction
105	**Business Mathematics**	**3+1+0 =4C**	**2018-19**

Course Objective:

To give general idea about mathematics and its application in Business

Expected Outcome:

The students will be able to solve small business problems by using the concepts of Business Mathematics

References (Books, Websites etc) :

Discrete Mathematics & its Applications by Kenneth Rosen

Suggested MOOC :

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents
1	**Set Theory :** Definition of a set, Representation of elements of sets, Methods of representing sets , types of sets, operations on sets , cardinality of a set, Principle of Inclusion and Exclusion , Venn Diagram , Proof by using Venn diagram
2	**Functions and Relations** : Definition of Function, Types of Functions ,Composite Function, Relation definition, representation of relations
3	**Logic:**

	Propositions, Logic Operations-Negation, Disjunction, Conjunction, Conditional and Biconditional, Truth Tables of compound propositions, Translating English sentences in to logical statements and vice versa, Logic gates and circuits
4	**Matrices:** Matrix Definition, General Form, Representation of matrix in computers, Types of matrices, Operations on matrices: Addition, Subtraction and Multiplication, transpose , row / column transformations , Inverse of the matrix by Co-factor and Adjoint method, solutions to three variable problems by using matrices, application problems of matrices
5	**Permutations and Combinations:** Concept- Permutation, Combination, Sum and Product rules, problems on Permutation and combination (with wording atleast, atmost, neither nor, any one etc.)
6	**Probability:** Concept and problem solving, general probability, conditional probability, partitions, Bayes Theorm

Course Number	Course Name	L-T-P- Credits	Year of Introduction
106	**Lab on MS-Office Suite**	**2-0-4 = 4C**	**2018-19**

Course Objective:

The objective of this course is to help the student gain proficiency in text editing and formatting, spreadsheet and database management, and presentation preparation. An additional objective of the course is for the student to gain basic knowledge of modern-day computing technology.

Expected Outcome :

Upon completion of this course students will be able to:

- Demonstrate an advanced knowledge of the Word Processing package, MS Office and a knowledge of how to design & create effective and structured documents like technical reports, letters, brochures, etc.,
- Demonstrate the skills in the appropriate use of various features of the spread sheet package MS Excel and also to create useful spreadsheet applications like tabulated statements, balance sheets, statistical charts, business statements, etc.
- Demonstrate the skills in making an effective presentation with audio and video effects using the MS Excel package
- Draw graphical pictures, flow charts, block diagrams etc., using the drawing tools available in MS Word or MS Power Point and incorporate them into documents and presentations.

Suggested MOOC :

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	**Information Technology Essentials, Windows and Internet Explorer**:
1	Verify the components of a typical computer system, Explore, maintain files, and customize the Windows operating system, Review using the Internet Explorer.

2	**MS Word:** Introduction: Introduction to MS Word, Menus, Shortcuts, Document types Working with Documents: a) Opening Files – New & Existing, Saving Files b) Formatting page and Setting Margins c) Converting files to different formats : Importing, Exporting , Sending files to others d) Editing text documents : Inserting , Deleting ,Cut, Copy, paste , Undo, Redo , Find, Search, Replace e) Using Toolbars, Ruler, Icons and help Formatting Documents: a) Setting Font Styles: Font selection – style, size, color etc., Type face – Bold Italic, underline, Case settings, Highlighting, Special symbols b) Setting Paragraph style: Alignments, Indents, Line space, Margins and Bullets and Numbering c) Setting Page Style: Formatting, Border & Shading, Columns, Header & footer, Setting Footnotes, Inserting manual Page break, Column break and line break, Creating sections and frames, Inserting Clip arts, inserting pictures and other files, Anchoring & Wrapping d) Setting Document Styles: Table of Contents, Index, Page Numbering, data &Time, Author etc., Creating Master Documents Creating Tables: Table settings, Borders, Alignments, Insertion, deletion, Merging, Splitting, Sorting, Formula Drawing: Inserting Pictures/Files etc., Drawing Pictures, Formatting &Editing pictures, Grouping and ordering, Rotating Tools: Word Completion, Spell Checks, Macros, Mail merge, Templates, Using Wizards, Tracking, Changes, Security

3	**MS Power Point:** Introduction: Opening new Presentation, Different presentation templates, Setting backgrounds, Selecting presentation layouts Creating a presentation: Setting presentation style, Adding Text to the presentation Formatting a presentation: Adding style, Color, gradient fills, Arranging objects, Adding Header & Footer, Slide background, Slide layout Adding Graphics to the presentation: Inserting pictures, movies, tables, etc into the presentation, Drawing Pictures using Draw Adding effects to the presentation: Setting Animation & transition effect, Adding audio and video Printing Handouts and Generating standalone presentation viewer
4	**MS Excel:** Introduction: Spreadsheet & its Applications , Opening spreadsheet, Menus & Toolbars & icons, Shortcuts , Using help Working with Spreadsheets: Opening a File, Saving Files, Setting Margins, Converting files to different formats : Importing, Exporting and Sending files to others Spreadsheet addressing : Rows, Columns & Cells, Referring cells and Selecting cells Entering and Editing Data:

	Entering Data, Cut, Copy, paste, Undo, Redo, Find, Search & Replace, Filling continuous rows, columns, Inserting -Data, cells, column, rows & sheets, Manual breaks Computing data : Setting Formula, Finding total in a column or row, Mathematical Operations(Addition, Subtraction, Multiplication, Division, Exponentiation), Using other Formula Formatting Spreadsheets: Formatting – Cell, row, column & Sheet: Alignment, Font, Border & shading, highlighting values Hiding/Locking Cells Worksheet : Sheet Name , Row & Column Headers, Row Height, Column Width, Visibility – Row, Column, Sheet , worksheet Security Formatting – worksheet: Sheet Formatting & style - background, color, Borders & shading, Anchoring objects, Formatting layout for Graphics, Clipart etc., Working with sheets : Sorting, Filtering, Validation, Consolidation, Subtotal , Creating Charts, Selecting charts, Formatting charts, label, scaling etc., Using Tools: Error Checking, Spell Checks, Macros, Formula Auditing, Creating & using Templates, Tracking changes, customization, printing worksheet
5	**Working with Excel Functions:** Concept of Functions, Commonly used functions: Sum, Max,Min, Average, Count, Today, Now, Datedif, Countif, CountA, CountBlank, Round, RoundUp, RoundDown, ABS, Sign, Ceiling, Floor, Trim, Value, Clean, sqrt, if, sumif
6	**MS Access:** What is an Access Database, Opening a Database File, Create Table, Create and modify fields of tables, Construct simple queries, Saving and Running Queries

Course Number	Course Name	L-T-P- Credits	Year of Introduction
107	**Lab on C Programming I**	**0-0-4- = 2 C**	**2018**

Course Objective :

This is companion course of C Programming I

Syllabus Broad Units:

This Companion course of C programming; Practical aspects of C programming towards problem solving is covered.

Expected Outcome :

The students will develop adequate programming skills with respect to following

1. Implement a real world problem using basic constructs of C language.
2. Develop an application using Decision making and looping
3. Make use of proper operators to solve problem.
4. Make use of Arrays and pointers efficiently and handling strings.
5. Comprehend the dynamic memory allocation and pointers in C.
6. Able to define new data types using enum, structures and typedef.

References (Books, Websites etc) :

1. Let us C - Y.Kanetkar, BPB Publications4. Yashawant Kanetkar, let Us C, BPB Publication
2. Programming in C - Gottfried B.S., TMH 2.
3. The ‘C’ programming language - B.W.Kernighan, D.M.Ritchie, PHI
4. Programming in ANSI C - Balaguruswami, TMH
5. C- The Complete Reference - H.Sohildt, TMH
6. A Structured Programming Approach using C – B.A. Forouzan & R.F. Gillberg, THOMSON Indian Edition
7. Computer fundamentals and programming in C – Pradip Dey & Manas Ghosh, OXFORD

Outline of Lab on C programming – I

Sr. No	Programming Exercises
1	Compilation and Executing programs Arithmetic operations Use of Symbolic constants Demonstrating the following gcc options -o, -c, -D, -l, -I, -g, -E Programs to demonstrate use of operators and Input/ output ***gcc or an equivalent compiler is assumed***.
2	Program to demonstrate the following – Branching – Nested Branching – Looping – Selection
3	Working with functions – Writing function prototype and definition – Using functions to solve problems (Calling a function) – Using recursion – Storage classes - Using register, extern and static
4	Arrays and Strings 1D - Linear Search, Sort 2D - Matrix operations Strings: program to do operations on string using library and user defined functions Finding length of string, String concatenation, removing extra spaces, get substring, check whether second string is part of another, converting string to lowercase, uppercase etc.
5	Structures

	Making use of structures to define new types(user defined types) Arrays of structure, display all elements of array and sorting of them.
6	Pointers, Programs to demonstrate working of pointer; need of pointer Pointer as parameter to function Comparison of pointer with arrays and using pointer to refer an array Creating pointer dynamically by using dynamic memory allocation Array of Pointers, Ragged Arrays, Function pointer

Course Number	Course Name	L-T-P-Credits	Year of Introduction
108	**Community Work**	**2-0-0 =1 C**	**2018-19**

Course Objective:

This course aims to expose the students to social issues and help them Participate in community service through trips/events organized at institute, state level etc and also to Volunteer at events like fundraising activities, fairs, festivals, slums, non profit organization etc

(I) To expose the students towards social reality and role of community development for social upliftment and well being

(II) To involve students in community work through active involvement and participation

Expected Outcome:

Students will be able to know the community needs and understand their role ito contribute meaningfully towards community development

Course Plan

Unit	**Contents**
1	History, meaning, Goals, values, functions, role and process of community work. Professional and voluntary community work. Attitudes, roles and skills of a community worker .
2	Social concerns in India: poverty, unemployment, population, problems faced by women – dowry, domestic violence, etc. Social problems - terrorism, corruption, caste conflict, drug abuse, AIDS, ETC.
3	Types of community work. Caring for needy, helping the poor, fundraising drives-organizing.
	COMMUNITY HOURS: Participate in community service trips/events organized at institute, state level etc , Volunteer at events like fundraising activities, fairs, festivals, slums, non profit organization etc , Submit a report on a particular type of community involvement undertaken.

Course Number	Course Name	L-T-P-Credits	Year of Introduction
108	**Career & Life Skills**	**2-0-0 =1 C**	**2018-19**

Course Objective:

a. To help students make well-informed, thoughtful decisions regarding your future as adults.
b. To develop behaviours and attitudes that help students contribute to the community in a positive manner.
c. Give you skills and knowledge to contribute to the well-being and respect of the self and others

Expected Outcome:

Students will be able to understand self potential and ways to enhance capabilities.

References (Books, Websites etc) :

LifeChoices Series: - LifeChoices: Careers, Healthy & Well, Relationships, Venturing Out

Online Resources:

1. the life-changing magic of tidying up: the japanese art of decluttering and organizing - marie kondo
2. how to organize (just about) everything: more than 500 step-by-step instructions for everything from organizing your closets to planning a wedding to creating a flawless filing system – peter walsh

Mindset: the new psychology of success -carol s. Dweck

Course Plan	
Unit	Contents
1	**Unit 1: Introduction to Life Management 6 hrs** Life management-definition, scope and application, concept of emotions, self belief, setting realistic goals, understanding system
2	**Unit 2: Developing Emotional Potential and Physical Potential** Improving thinking skills, improving study skills, planning education Eating habits, healthy foods, staying healthy, changing habits-the self change model
3	**Developing Your Intellectual Potent** Effective communication, effective listening, effective speaking ,getting along with others, functioning in groups, how to delegate. Definition-stress, handling change and stress, managing time, managing money, formulation of career plan, bring it all together
4	**Career and Life Choices** Managing personal, lifelong career development. **Resource Choices…** Making responsible decisions in the use of finances and other resources that reflect personal values and goals as well as a commitment to self and others. **Personal Choices…** Understand the emotional/psychological, intellectual, social, spiritual, and physical dimensions of health and how these dimensions of health work together to contribute to personal well-being.

Course Number	Course Name	L-T-P-Credits	Year of Introduction
108	**Waste Management**	**2-0-0 =1 C**	**2018-19**

Course Objective:

To expose students to the issue of waste and waste management tools and techniques applicable for waste disposal and management.

Expected Outcome:

After completion of the course students

- will be able to understand solid waste sources, health and environmental issues related to solid waste management.
- will get knowledge about Sources, handling and control of Biomedical, Chemical, Nuclear and e-wastes.

will be able to understand the issues regarding waste disposal and management and will become aware of Environment and health impacts due to solid waste mismanagement

References (Books, Websites etc) :

1. D. Bhide and B.B. Sundaresan, "Solid Waste Management – Collection, Processing and disposal" Mudrashilpa Offset Printers, Nagpur, 2001.
2. Biomedical waste (Management and Handling) Rules, 1998.
3. George Tchobanoglous, Hilary Theisen, Rolf Eliassen; Solid Wastes: Engineering Principles and Management Issues; McGraw-Hill.
4. Manual on Municipal Solid Waste Management, New Delhi, Controller of Publications.
5. Freeman H.M. (1988) Standard Handbook of Hazardous Waste Treatment and Disposal, New York, McGraw-Hill.
6. Constitutional Law of India – J.N. Pandey 1997 (31st Edn.) Central Law Agency Allahabad.
7. Diganta Bhusan Das , Diganta Bhusan Das; Solid Waste Management: Principles and Practice
8. George Techobanoglous et al,"Integrated Solid Waste Management" McGraw - Hill, 1993.
9. A Study of Waste Management Systems in Pune Municiple Corporation, Rajendra Jagtap, Ph.D Thesis, Bharati Vidyapeeth University, Pune

Online Resources:

1. http://www.moef.nic.in/legis/hsm/mswmhr.html
2. en.wikipedia.org/wiki/waste management

3. http://www.cyen.org/innovaeditor/assets/Solid%20waste%20management.pdf
4. http://www.ilo.org/oshenc/part-vii/environmental-pollution-control/item/514-solid-waste-management-and-recycling
5. www.houstontx.gov/solidwaste
6. www.epa.gov/tribalmsw/
7. www.unc.edu/courses/2009spring/.../SolidWasteIndiaReview2008.pdf
8. http://www.digitalbookindex.org/_search/search010environmenwasterefusea.asp (e-books)

Course Plan

Unit	Contents
1	**Solid Waste Management-** **Introduction to waste Management** Introduction, Meaning, Solid waste including municipal, hospital and industrial solid waste; health and environmental issues related to solid waste management. Provisions in Indian Penal Code for Environmental protection.
2	**Biomedical, Chemical, Nuclear and e-wastes** Biomedical wastes – Types – Management and handling – control of biomedical wastes, Chemical wastes – Sources –Environmental effects – Need for control – Health and environmental effects. Nuclear waste – Management of nuclear wastes, e-waste- sources and management.
3	**Waste reduction at source** Treatment and disposal techniques for solid wastes–composting, vermin-composting, autoclaving, microwaving, incineration, non- incineration, Thermal techniques, use of refuse derived fuels, land-filling. **Reduce Reuse and Recycling Techniques:** Need for the concept-Various Types - Handmade Paper production –Reuse of materials-Recycle of material

SEMESTER II

Semester II

Course Number	Course Name	L-T-P- Credits	Year of Introduction
201	**Computer Organization and Architecture**	**3-1-0 = 4C**	**2018-19**

Course Objective:

Main objective of this paper is to learn structure and functioning of various hardware components of digital computer. Also study the interactions and communication among these hardware components.

Expected Outcome :

At the end of this course, student should be able to understand

- Simple machine architecture and the reduced instruction set computers.
- Memory control, direct memory access, interrupts, and memory organization
- Basic data flow through the CPU (interfacing, bus control logic, and internal communications).
- Number systems, instruction sets, addressing modes, and data/instruction formats.

References (Books, Websites etc) :

M Morris Mano Computer systems Architecture third edition Prentice Hall of India Publication

Suggested MOOC :

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents
1	**Introduction To Digital Computer:** Data Representation – Data Types – Complements – Arithmetic Operations – Representations – Fixed –Point, Floating – Point , Decimal Fixed – Point – Binary

	Codes- Logic Gates, Boolean Algebra, Map Simplification – Combinational Circuits: Half-Adder, Full Adder- Flip Flops - Sequential Circuits
2	**Introduction To Digital Components And Micro Operations:** ICs – Decoders – Multiplexers – Registers – Shift Registers – Binary Counters – Memory Unit – Register Transfer Language – Register Transfer – Bus And Memory Transfers – Arithmetic, Logic And Shift Micro Operations , Arithmetic Logic Shift Unit.
3	**Computer organization:** Instruction Codes – Computer Registers – Computer Instructions – Timing And Control – Instruction Cycle – Memory Reference Instructions – I/O And Interrupt – Machine Language – Assembly Language – Assembler.
4	**Memory Organization:** Memory Hierarchy – Main Memory – Auxiliary Memory – Associative Memory – Cache Memory – Virtual Memory – Memory Management.
5	**Central Processing Unit:** General Register Organization – Control Word – Stack Organization – Instruction Format – Addressing Modes – Data Transfer And Manipulation – Program Control, RISC
6	**Input – Output Organization:** Peripheral Devices – Input-Output Interface – Asynchronous Data Transfer – Modes Of Transfer – Priority Interrupt – DMA – IOP – Serial Communication.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
202	**Database Management System**	**3-1-0 = 4C**	**2018-19**

Course Objective:

This is a foundational course on Data Modeling. The course aims to impart knowledge of the concepts related to database and operations on databases. It also gives the idea how database is managed in various environments with emphasis on security measures as implemented in database management systems.

Expected Outcome :

At the end of the course, student should be able to

A) Understand the concepts of database and techniques for its management.

B) Different Data Models at Conceptual and Logical level.

C) Differentiate between the role of DBA and Data Architect

D) Understanding Data Security standards and Methods

References (Books, Websites etc) :

1) Database System Concepts By Henry korth and A. Silberschatz

2) Database Systems Concepts, Designs and Application by Shio Kumar Singh, Pearson

3) Database Management Systems by Debabrata Sahoo ,Tata Macgraw Hill

Suggested MOOC :

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents

1	**Introduction of Database Management System:** Difference between Data, Information, Data Processing & Data Management. File Oriented Approach, Database oriented approach to Data Management, Need for DBMS, Characteristic of Database, Database Architecture: Levels of Abstraction, Database schema and instances, 3 tier architecture of DBMS, Data Independence. Database users, Types of Database System. Database Languages, DBMS interfaces.
2	**Data Modeling:** Data Models, Logical Data Modeling: Hierarchical Data Model, Network Data Model, Relational Data Model, Advantages and Disadvantages of Logical Data Modeling. Conceptual Data Modeling: Entity Relationship Model, Entities, Attributes, Types of Attributes, Relationships, Degree of relationship Set, Mapping Cardinalities, Keys, ER Diagram Notations, Roles Participation: Total and Partial, Strong and Weak Entity Set. Case studies on ERD.
3	**Normalization:** Keys: Composite, Candidate, Primary, Secondary, Foreign, Super key,CODD's Rules, Mapping conceptual model into Relational Model. Functional Dependencies, Decomposition, Lossy and Lossless Decomposition, Dependency Preserving Decomposition Advantages and Disadvantages of Normalization, Normal Forms (1NF, 2NF, 3NF,) Case Studies on Normalization.
4	**File Structures and Data Administration:** File Organization, Overview of Physical Storage Media, Magnetic Disk, RAID, Tertiary Storage, Storage Access, Data Dictionary Storage, Organization of File (Sequential, Clustering), Indexing and Hashing, Basic Concepts, indices, B+ Tree index file, B- tree index file, Static hashing, Dynamic Hashing, Data administration, Role and Responsibility of DBA
5	**Transaction and Concurrency Control** Multiprogramming and Multiprocessing, Basic Database access operations, Concept of transaction, transaction state, ACID properties, Schedules, Serializability of schedules., Concurrency Control, lock based protocols, timestamp based protocols, Multiple granularity, Multiple Version Techniques, Deadlock and its handling, Wait-Die and Wound-Wait, Deadlock prevention without using timestamps, Deadlock detection and time outs

6	**Database Recovery and security Management:** Database Recovery, Types of Failures, and Data access. Recovery and atomicity, Recovery Techniques Algorithms: Log Based Recovery, Check points, Shadow Paging, Recovery with concurrent transactions

Course Number	Course Name	L-T-P- Credits	Year of Introduction
203	**C Programming - II**	**3-1-0 = 4C**	**2018-19**

Course Objective:

- To understand file handling in C.
- To develop skills to analyze the problem given and to design & develop an efficient solution to given problem
- To develop capability to choose appropriate data structures for given problems
- To imbibe programming skills & thereby making industry ready

Expected Outcome:

After undergoing this course, student will

1. Have thorough knowledge about data structures

2. Ability to design& develop program using linear data structures& non linear data structures for solving problems

3. Ability to choose appropriate data structures for problem solving

4. Ability to use combination of these data structures for problem solving.

References (Books, Websites etc) :

1. Behrouz A. Forouzan and Richard F. Gilberg , 2nd Edition, Thomson, 2003, Computer Science A Structured Programming Approach Using C

2. Basavraj S Anami, Shanmukhappa Angadi, Sunil Kumar S Manvi, PHI Publications, 2010. A Holistic approach to learning C.

3. Andrew Tenanbaum, Thomson, 2005, Data Structures with C.Robert Kruse & Bruce Leung, Data Structures & Program Design in C, Pearson Education,

Suggested MOOC :

Data structures and Algorithms, Prof. Sudarshan Iyengar, IITRopar, 8 weeks, Rerun Feb 05, 2018 https://onlinecourses.nptel.ac.in/noc16_cs06 at NEPTEL

Course Plan	
Unit	Contents
1	**Elementary Data Structures**: Basic concepts such as data object, array, and record; Operations and relations on data objects; definition of data structure; Built-in data types as examples of data structures; concept of abstract data type; notation to specify an abstract data type; concepts of pre-conditions and post-conditions; Implementation of an ADT in a language; Specification and implementation of simple data structures such as Integer, Rational, Currency, Date, Temperature, distance, Pay, Marks, Grade_card etc.
2	**Linear Data Structures:** (Representation in Memory and operations like insertion, deletion and traversal) – one and multidimensional array, Pointer arrays, single link list, circular link list, double link list
3	**Particular Linear Data Structures:** Representation in Memory and operations like insertion, deletion and traversal) - Stacks: Applications: implementation of recursion, factorial calculation, queues, circular queue, deques;
4	**File Handling:** Creation, reading writing in a file. Pattern Matching and Extraction of data from a file. Reading and writing from files.
5	**Hierarchical data structures** : General trees and related concepts; depth first and breadth first traversal of trees; n-ary trees and important properties of n-ary trees; binary trees and their properties; binary tree traversal algorithms.
6	**The problem of search and Sorting** : Llinear and binary search and their efficiency; Hash tables, The standard sort algorithms (Bubble/insertion/selection) and their efficiencies; Merge sort and quick sort algorithms and their efficiencies.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
204	**Financial Accounting**	**3-1-0 = 4C**	**2018-19**

Course Objective:

1. To impart basic accounting knowledge
2. To lay a foundation for further study of accounting at higher level
3. To enable the students to understand basic accounting principles, practice and its applications in modern business activities.

Expected Outcome :

- The knowledge of accounting and its principles at basic level.
- Practical's in Tally and Excel for Financial Accounting assignments

References (Books, Websites etc) :

1. Dr. S. N. Maheshwari , Financial Accounting For Management: (Vikas Publishing House)

2. Robert Anthony, David Hawkins, Business Accounting. (Tata McGraw –Hill)

3. M.G.Patkar, Book-Keeping & Accountancy. Std XI(FYJC) Commerce

4. Anil Chowdhry , Fundamentals of Accounting & Financial Analysis (PearsonEducation)

5. M.E.Thukaram Rao, Accounting for Managers.(New Age International Publishers)

Suggested MOOC :

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents
1	**Introduction:**

	Need for Accounting, Meaning and definition of book keeping, System of Book keeping. Financial Accounting-definition, Scope and objectives. Accounting v/s Book Keeping. Limitations of Financial Accounting, End users of financial statement.
2	**Accounting Principles, Concepts and Conventions:** Accounting Principles-definition and importance, Accounting Concepts and Conventions, Branches of accounting.
3	**Journal and ledger:** Journal-importance and utility, classification of accounts, journalizing of transactions. Ledger- meaning and utility, posting and balancing of account
4	**Subsidiary Books And Trial Balance:** Cash book, purchase book, sales book. Trial Balance- meaning and purpose, preparation of a trial balance.
5	**Preparation of final accounts:** Preparation of Trading and Profit & Loss Account and Balance Sheet of sole proprietary business.
6	**Computerized Accounting:** Computers and Financial application, Accounting Software packages. (Orientation level)

Course Number	Course Name	L-T-P- Credits	Year of Introduction
205	**Principles of Management**	**3+1+0 = 4C**	**2018-19**
Course Objective: To understand the concepts in Management and to develop the skills related to practice of management.			
Expected Outcome: To understand the functions and processes of business management.			

References (Books, Websites etc) :

1. Heinz Weihrich & Harold Koontz , Principles and Practice of Management
2. Tripathi & Reddy , Principles of Management
3. Dr. L.M.Prasad, Principles of Management
4. Richard Daft., Management. Thomson South Western Publishers, Australia

Suggested MOOC :

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to Management:** Definitions and Meaning of Management, Characteristics of Management, Management Vs. Administration, Levels of Management, Functions of management, Scope and Importance of Management, Henry Fayol' s contribution to Management, Fredrick Taylor's contribution to Scientific Management, Social Responsibility of Management.
2	**Planning:** Meaning, Steps in planning process, Nature of planning , Types of plans, Mission and Objectives, Process of setting Objectives, Management by Objectives, Decision making - process.
3	**Organizing:** Meaning, Process of Organizing, Organization Structure, Forms of Organization
4	**Staffing:** Recruitment and its Sources, Selection process, Payment of Wages and Salaries, Incentives - Types, Motivation - Positive and Negative motivation.
5	**Directing:**

	Defining Leadership, Types of leadership. Authority & Responsibility, Delegation of Authority, Decentralization - Determinants of decentralization, Distinction between Delegation and Decentralization.
6	**Controlling:** Meaning, Characteristics of Control, Process of Controlling, Modern methods of controlling, Requirements for Effective Control, Relationship between Planning & Controlling. Use of IT in Controlling. Zero Based Budgeting and Management audit.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
206	**Lab on C Programming -II**	**0-0-4 = 2C**	**2018-19**

Course Objective :

This is companion course of C Programming II

Syllabus Broad Units:

This Companion course of C programming II; Practical aspects of C programming towards problem solving is covered.

Expected Outcome :

The students will develop adequate programming skills with respect to following

1. Define basic data structures such as Date, Currency and Rational; and using it.
2. Defining and using and updating Liner data structures : arrays and Linked List
3. Should define data types such as stack, queue and List
4. Able to read and write data into files.
5. Able to define hierarchical data types; manipulate and use it.
6. Able to understand searching and sorting mechanism and use various algorithms on it.

References (Books, Websites etc) :

1. Behrouz A. Forouzan and Richard F. Gilberg , 2nd Edition, Thomson, 2003, Computer Science A Structured Programming Approach Using C

2. Basavraj S Anami, Shanmukhappa Angadi, Sunil Kumar S Manvi, PHI Publications, 2010. A Holistic approach to learning C.

3. Andrew Tenanbaum, Thomson, 2005, Data Structures with C.Robert Kruse & Bruce Leung, Data Structures & Program Design in C, Pearson Education,

Lab on C programming -II

Sr. No	Programming Exercises
1	Elementary Data Structures - Write a program having functionality of one dimension and two dimensionarrays with use of simple data types such as Integer, Float, Date etc. - Write a program wherein mathematical calculations involves such as average, percentage calculation, Factorial calculation and Matrix multiplication - Write program for structure implementation for array and pointers. - Create a object of the class to achieve various functionalities of accounting such as Net Pay calculation, Tax dedication, Gross pay etc.
2	Linear Data Structures - Demonstrate various functionalities for Link list, Circular link list and double link list with the reference of array and pointer. - Write a C program to insert and delete string / integer data from specific place of linked list. - Search a specific string/ integer in a given data set also find how many time it occurs or repeats in a set given

3	Particular Linear Data Structures
	
	- Write program for implementation of recursion
	- Demonstrate Insertion, Deletion and Searching functionalities with their nomenclatural for –
	  o Stack
	  o Queues
	  o Circular Queues
	- Do necessary assumption for implementation of it

4	File Handling

	– Program to create and write data into files – Program to read data from files. – Programs on pattern matching on data of files and using this pattern matching at the time of reading and writing data into file
5	Hierarchical data structures – Programs for defining data structure to represent a tree. Creating tree and adding data/nodes into it. – Programs to traverse tress: DFS, BFS and other – Deleting and nodes in tree
6	The problem of search and Sorting - Programs to use liners/sequential searching and binary searching - Programs to implement standard sorting algorithms with efficiency measurement - Reading data form and using it with various sorting algorithms

Course Number	Course Name	L-T-P- Credits	Year of Introduction
207	**Environment Studies**	**2-0-0 = 2C**	**2018-19**

Course Objective:

To Understand and the nature and function of the natural environment affecting society.

Expected Outcome :

Understand the importance of Environment in the life of living things.

References (Books, Websites etc) :

- Agrawal K.C.:Environmental Biology:Nidhi Publishers Ltd(2001)
- Bharucha Erach: The Biodiversity of India: Mapin Publishing Pvt. Ltd.
- Jadhav H and Bhosale V.M.: Environmental Protection and Laws: Himalaya Publishing House.
- Miller T.G. Jr.: Environmental Science: Wadsworth Publishing Co.

Suggested MOOC :

Course Plan

Unit	Contents
1	**The multidisciplinary nature of environment studies:** Definition, scope and importance-need of public awareness. **Natural Resources**: **Renewable and non-renewable resources:** **Forest resources:** Use and over- exploitation, deforestation. Case studies. Timber extraction, mining, dams and their effects on forest and tribal people. **Water resources:** Use and over-utilization of surface and groundwater, floods, droughts, conflicts over water, dams- benefit and Problems. **Mineral Resources:** Use and exploitation 'environmental effects of extracting and using mineral resources, case studies. **Food resources:** World food problems, changes caused by agriculture. Fertilizer-pesticide problems, water logging, salinity, case studies.

	Energy resources: Growing energy needs, renewable and non-renewable energy resources, use of alternative energy sources. **Land resources:** Land as resources, land degradation, man induced landslides, desertification. Role of individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles
2	**Ecosystem:** Concept of ecosystem, structure and function of an ecosystem, producers, consumers and decomposers .Energy flow in the ecosystem, Ecological succession, food chains, food webs and ecological pyramids, introduction, types, characteristics features structure and function of the following ecosystem, forest ecosystem ,grassland ecosystem, Desert ecosystem, Aquatic ecosystems, ponds, stream, lakes, rivers, estuaries.
3	**Biodiversity and its conservations:** Introduction, Definition: genetic, species and ecosystem diversity, Biogeographically classification of India, value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option vales, India as a mega diversity nation, Hot-Spots of biodiversity, Threats to biodiversity: habitat loss, poaching of wildlife, Man wildlife conflicts, Endangered and endemic species of India, Conservation of biodiversity: In situ and Ex-situ conservation of biodiversity.
4	**Environmental Pollution:** Definition- Causes, effects and control measures of:-Air pollution, water pollution, soil pollution, marine pollution, noise pollution, thermal pollution, and nuclear hazards .Soil waste management: cause, effects and control measures of urban and industrial waste. Role of an individual in prevention of pollution. Pollution case studies. Disaster management: floods, earthquakes, cyclone and landslide.
5	**Social issues and Environment:** From unsustainable to sustainable development, urban/problems related to energy, water conservation, rain water harvesting, watershed management, Resettlement and rehabilitation of people; its problems and concerns Case Studies, Environment ethics: Issues and possible solutions ,wasteland reclamation, Consumerism and waste products, Environment protection Act, Air(presentation and Control of Pollution)Act. Water (Prevention and Control of Pollution) Act. Wildlife Protection Act. Forest Conservation Act. Issues involved in enforcement of environmental legislation. Public awareness.

6	**Human Population and the Environment:** Population growth, variation among nations, population explosion-Family Welfare Programme. Environment and Human health. Human Rights Value Education. HIV/AIDS Women and Child Welfare. Role of Information Technology in Environment and human health.

Course Number	Course Name	L-T-P-Credits	Year of Introduction
208	**Community Work – Swacch Bharat Abhiyan**	**2-0-0 =1 C**	**2018-19**

Course Objective:

This course aims to expose the students to Swach Bharat Abhiyan initiative of the government.

Expected Outcome :

Students will be able to understand the details about the Swach Bharat Abhiyan and its impact on society.

References (Books, Websites etc) :

www.swachhbharaturban.in/

swachhbharatmission.gov.in

Course Plan

Unit	Contents
1	History, meaning, Goals of Cleanliness initiatives
2	Initiators of cleanliness drive in India. Sant Ghadage Baba, Mahatam Gandhi, Efforts taken towards the Swach Bharat Abhiyan, Swach Bharat Mission
3	Impact of Cleanliness initiatives. Social Awareness, Case Studies.
	COMMUNITY HOURS: Internship of 15 days (100 hours) to be undertaken Submit a report on a particular type of community involvement undertaken

Course Number	Course Name	L-T-P-Credits	Year of Introduction
208	**Sectoral Analysis**	**2-0-0 =1 C**	**2018-19**

Course Objective:

- To expose the students to the different sectors of the economy
- To enable the students to understand the importance and contribution of the sectors to business, economy and global environment
- To expose the students towards rural problems To awaken sense of responsibility amongst students towards senior citizens

Expected Outcome :

Students will get exposure to the different sectors of the economy and their contribution to the national development.

References (Books, Websites etc) :

1. S.A. Sherlekar ,Modern Business Organization And Management – (Himalaya Publishing House)
2. Y.K. Bhushan ,Fundamental Of Business Organization & Management – (S Chand Publishers)
3. Basu, C. R.; *Business Organization And Management*, Tata Mcgraw Hill, Publishing House, New Delhi, 1998
4. Business World

Course Plan

Unit	Contents
1	Introduction to the sectors of the economy
2	Detailed view of the IT, Manufacturing, Agriculture, Banking Insurance, Service Sector, Retail
3	Project work on detailed analysis of any one sector – national and global scenario

Course Number	Course Name	L-T-P-Credits	Year of Introduction
208	**Smart Cities**	**2-0-0 =1 C**	**2018-19**

Course Objective:

To give exposure to tools and techniques applicable for planning, controlling & monitoring of Smart Infrastructure and Cities. This subject would also enable to develop insight for managing project risks, uncertainties and complexities of smart cities

project.

Expected Outcome :

Students will get an understanding of road map for Planning Smart Cities and benchmarking their performance for Indian context.

References (Books, Websites etc) :

Suggested MOOC :

Course Plan

Unit	Contents
1	Introduction to Smart Cities, •Introduction to '"City Planning", Understanding Smart Cities
2	Dimensions of Smart Cities, Global Experience of Smart Cities, Smart Cities –Global Standards and Performance, Benchmarks, Practice Codes, India "100 Smart Cities" Policy and Mission
3	•Smart City Planning and Development •Financing Smart Cities Development •Governance of Smart Cities, Case Studies on Smart Cities

SEMESTER III

Course Number	Course Name	L-T-P- Credits	Year of Introduction
301	Operating Systems	3L-1T-0P=4C	2018

Course Objective:

- To provide an understanding of the major operating system components
- To provide coverage of basic computer system organization
- The overall aim of this course is to provide a general understanding of how a computer works. This includes aspects of the underlying hardware as well as structure and key functions of the operating system.

Expected Outcome :

At the end of this course, student should be able to

- Explain the concepts of process, address space and file
- Compare and contrast various CPU scheduling algorithms
- Understand functioning and working of Windows as well as Unix Operating System

Prerequisite:

Students should have basic knowledge of working on an operating system

References (Books, Websites etc) :

- Operating systems design and implementation by Andrew Tanenbaum and Albert Woodhull
- Operating systems concept and design by Milan Milenkovic
- Operating system Concepts by Silberschulz, Abraham and Galvin, peter raer

Suggested MOOC:

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to Operating System:** Definition and concept of OS, History of OS, Importance and function of Operating system. Types of OS-Batch System, timesharing, Multitasking, multiprogramming, multiprocessing, online operating system, real time, distributed operating system. Views-command language

	users view, system call users view, structure of OS- simple, monolithic system and layered system, client server model. User operating-system interface: command line interface, GUI, system calls. **Case Study:** Unix History, General Structure of Unix, The shell of Unix operating system, The shell of Unix operating system
2	**Process Management:** Process concept, Process Control Block, process states and its transitions, context switch, OS services for Process management, scheduling and types of schedulers, scheduling algorithm-First come first served, shortest job first, shortest remaining time next, time slice scheduling, priority based scheduling, multilevel queue, multilevel queue with feedback **Case Study:** Process management in Unix
3	**Storage Management:** Basic concept of storage management, logical and physical address space, swapping, contiguous allocation, non-contiguous allocation, fragmentation, segmentation, paging, demand paging, virtual memory, page replacement algorithms- FIFO, Optimal page replacement algorithm, least recently page replacement algorithm, clock page replacement algorithm, design issue of paging, thrashing,
4	**Inter-process communication and synchronization:** Need, Mutual Exclusion, Semaphore, Busy-wait Implementation, characteristics of semaphore, queuing implementation of semaphore, producer consumer problem, critical region and conditional critical area. What is deadlock? Conditions to occur the deadlock, deadlock prevention, deadlock avoidance- banker's algorithm. resource request, resource release.
5	**File Systems:** Files-basic concept, file attributes, operations, file types, file structure, access methods, Directory- structure-single level directory system, two level directory system, hierarchical directory system, directory operations, protection, security, allocation method. **Case Study:** Unix File Management and Security
6	**Input/output System:** Principles of I/O hardware, I/O devices, device controller, DMA, Principles of I/O software-goals, interrupt handler, device driver. Mass storage structure-disk structure, disk scheduling (FCFS, SSTF, SCAN, LOOK, C-SCAN, C-LOOK) **Case Study:** Input output management in Unix

Course Number	Course Name	L-T-P- Credits	Year of Introduction
302	Software Engineering	3L-1T-0P = 4C	2018

Course Objective:

To introduce the current methodologies involved in the development and maintenance of Software over its entire life cycle.

Learning Outcome : At the end of this course, student should be able to

- Understand life cycle models**,** Requirement elicitation techniques, understand the concept of Analysis and Design of software.
- Develop SRS as per any of the existing standards.
- Implement software engineering concepts in software development to develop quality software.

Pre-requisites:

Preliminary knowledge of computer, their operations and applications.

References (Books, Websites etc):

- SOFTWARE ENGINEERING A PRACTITIONERS APPROACH seventh edition BY Roger S. Pressman McGraw Hill International Edition.
- Software Engineering by Sommerville, Pearson Education, 7th edition
- Software Engineering by K.K. Aggarwal & Yogesh Singh, New Age International Publishers.

Suggested MOOC:

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to Software Engineering:** Software, Program vs Software, software characteristics, Definition of Software Engineering, importance, principles of software engineering, Difference between

	software engineering and software programming, Members involved in software development.
2	**Software process and Feasibility study:** Need of Feasibility study, types of Feasibility study, Cost Benefit Analysis. General software development life cycle with all phases. Overview of software models (Waterfall, Prototyping, and Spiral and Rapid Application Development model).
3	**Requirement Engineering Concepts and Methods:** What is Requirement Engineering, Types of requirements, Requirement elicitation techniques- Traditional methods and Modern methods, Verification and validation process. Principles of Requirement Specification, Software Requirement Specification document Outline Characteristics of good SRS: - correct, complete, unambiguous, consistent, modifiable, traceable, Understandable
4	**Analysis and Structured System Design tools:** **Analysis and Design Tools** : Entity-Relationship Diagrams, Decision Tree and Decision Table , Data Flow Diagrams (DFD) , Data Dictionary , Elements of DD Advantage of DD , Pseudo code , Input And Output Design **Structured System Design:** Modules Concepts and Types of Modules Structured Chart , Qualities of Good Design , Coupling, Types of Coupling , Cohesion, Types of Cohesion, CASE STUDIES (Based on Above Topic)
5	**Software Testing and Software Quality Assurance** **Software Testing:** Definition, Test characteristics, Types of testing: Black-Box Testing , White-Box Testing ,Unit testing , Integration testing, Validation, Verification. **Quality concept:** (Quality, quality control, quality assurance, cost of quality), SQA activities, SQA plan. Formal Technical review: Review meeting, review reporting and review guidelines Software Configuration Management: - What is configuration management, Baseline, Software Configuration items, SCM process- Identification of objects, Version

	control and Change control.
6	**Software Maintenance:** What is software maintenance? Problems during software maintenance. **Categories of Software Maintenance**: Corrective maintenance, Adaptive maintenance, Perfective maintenance, and preventive maintenance. Cost of Maintenance, Maintenance Activities. **Maintenance Process and Models:** Maintenance processes, Fix Model, Iterative Enhancement Model, Reuse Oriented Model, Boehm Model, and Taute's Models.

Course Number	Course Name	L – T – P Credits	Year of Introduction
303	**DBMS – II**	**3L – 1T – 0P=4C**	**2018**

Course Objectives:

The main objective is to teach the concepts related to database its techniques and operations. SQL (Structured Query Language) is introduced in this subject. This helps creates strong foundation for application of data design.

Expected Outcome:

At the end of this course, the student should be able to:

- Creating tables, and queries using SQL
- Applying SQL Operators and SQL Functions in the created tables in SQL;
- Writing and solving complex queries based on joins, sub queries
- Writing PL/SQL blocks, objects

Text Books:

Ivan Bayross. SQL, PL/SQL The Programming Language of Oracle 3rd Revised Edition BPB Publications

Suggested MOOC:

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Syllabus

1.	**Introduction to Oracle and SQL:** Introduction to Oracle: History, Features, Versions of Oracle, Oracle File Management, Spool command **SQL:** Defining a database in SQL, Components of SQL: DDL, DML, DCL, DQL, SQL query Rules, Data types, Keywords, Delimiters, Literals. DDL Commands – Defining a database in SQL, Creating table, changing table

	definition, removing table. DML Commands- Inserting, updating, deleting data. DQL Commands: Select Statement with all options. Renaming table, Describe Command, Distinct Clause, Sorting Data in a Table. Data Constraints: Primary key, Foreign Key, NOT NULL, UNIQUE, CHECK constraint.
2.	**Operators:** Arithmetic, Logical, Relational, Range Searching, Pattern Matching, IN & NOT IN Predicate, all, % any, exists, not exists clauses, Set Operations: Union, Union All, Minus, Intersect.
3.	**Joins and Oracle Functions:** Join Concept. Simple join, equi join, non equi join, Self join, Outer join, Sub queries, Aggregate Functions, Numeric Functions, String Functions, Conversion functions, Date conversion functions, and Date functions.
4.	**Database Objects:** **Index**: Creating index, simple index, composite index, unique index, dropping indexes, multiple indexes on table **Sequence**: Creating sequence, altering sequence, dropping sequence. **Views**: Concept, creation, usage **Objects**: declaring and initializing objects in SQL, Manipulating object in PL/SQL
5.	**Introduction to PL/SQL programming:** Introduction, Advantages, PL/SQL Block, PL/SQL Execution Environment, PL/SQL Character set, Literals, Data types, Variables, Constants, Displaying User Message on screen, Conditional Control in PL/SQL, Iterative Control Structure: While Loop, For Loop, Goto Statement
6.	**Advanced Programming Techniques of PL/SQL:** **Cursors**: Introduction, Types of Cursors: Implicit Cursor, Explicit Cursors, Parameterized cursors, Programs on cursors **Triggers**: Introduction, Use of triggers, Types of Triggers, Creating triggers, Examples on Triggers **Stored Procedures / Functions:** Introduction, How oracle executes procedures/ functions, Advantages, How to create Procedures & Functions, Examples

Course Number	Course Name	L-T-P- Credits	Year of Introduction
304	Statistics	3L-1T-0P=4C	2018

Course Objective:
The main objective is to introduce basic concepts of statistics to the students and make them competent in collecting and analyzing the data by using statistical techniques

Expected Outcome : At the end of this course, student is expected to

- Tabulate the raw data by using frequency distribution and represent the data graphically.
- Analyse the data by using measures of central tendancy and dispersion
- Estimate the value of dependent variable
- Generate the relationship between two variables in the form of degree or equation

Prerequisite:
Students should have basic knowledge of use of calculator and research attitude

References:
1) Fundamentals of Statistics , S.C. Gupta , Himalaya Publishing House (5th Edition)

2) Business Statistics , S.P. Gupta, M.P. Gupta –Sultan Chand & Sons, New Delhi (16th Edition)

Suggested MOOC:

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to Statistics:** Definition of Statistics, Importance of Statistics, Scope of statistics : Economics, Computer Science, Business and Management, limitations of Statistics .
2	**Data Collection and representation:** Primary and Secondary data, Sources of Data collection, Tabular Representation of data: Ungrouped and grouped frequency distribution, Graphical representation of data: Simple bar, subdivided bar, percentage bar diagram, pie diagram, histogram, frequency polygon, ogive curves.
3	**Measures of central tendency:** a)**Mean**: Definition, problems on mean for listed data items, discrete distribution and continuous distribution, merits and demerits b)**Median**: Definition, problems on median for listed data items, discrete distribution and continuous distribution, merits and demerits c) **Mode**: Definition, problems on mode for listed data items, discrete distribution and continuous distribution, merits and demerits.

4	**Measures of Dispersion:** **a)Range:** Definition, problems on range for listed data items, discrete distribution and continuous distribution, merits and demerits of range **b)Mean Deviation:** Definition, problems on mean deviation about mean for listed data items, discrete distribution and continuous distribution, merits and demerits **c) Standard Deviation:** Definition, problems on standard deviation for listed data items, discrete distribution and continuous distribution, merits and demerits. **d)Deciles, percentiles, quartiles**
5	**Regression and Correlation:** a) **Regression**: Definition, regression equations, regression coefficients, problems on finding regression equations and estimations b) **Correlation**: Definition, Karl Pearson's correlation coefficient, Spearman's Rank correlation with correction factor
6	**Time series analysis:** Components of Time series Analysis , Fitting a straight line y=ax+b, fitting a curve $y=ax^2+bx+c$,3 yearly and 5 yearly moving averages

Course Number	Course Name	L-T-P-Credits	Year of Introduction
305	Multimedia Technology	3L-1T-0P=4C	2018

Course Objective:

The main objective of this course is to know the concept of multimedia by students. To know different software tools used in multimedia technology. To know multimedia computing.

Expected Outcome: After learning this course, student will be able

- To understand about various interactive multimedia devices, the basic concept about images and image formats.
- To understand different software tools used in multimedia.

Reference Books:

- Principles of Multimedia – Ranjan Parekh, Publisher: Tata McGraw Hills
- Multimedia: Making It Work (8th Edition) – by Tay Vaughan, Publisher: Tata McGraw Hills.
- Multimedia Communications: Applications, Networks, Protocols and Standards - Fred Halsall, Publisher: Pearson Education.

Suggested MOOC:

1) www.openlearning.com
2) www.mooc-list.com
3) www.coursera.org

Course Plan

Unit	Contents
1	What is multimedia? History of Multimedia, Steps for Creating multimedia presentation, Delivering multimedia, Where to Use multimedia? (Business, Schools, Home, and Public Places), Multimedia authoring tools, types of multimedia authoring tools, features of multimedia authoring tools.
2	Storage technology, Magnetic media (Hard disk, RAID), Optical Media (CD Storage, CD standards), DVD (Size and capacity of DVD, DVD video, DVD audio).

3	Using text in multimedia, text types, designing with text, Hypertext and Hypermedia, Characteristics of Hypertext and Hypermedia. Using image in multimedia, image color models, Dithering, Image file formats, Macintosh formats, Windows formats, Cross-platform formats.
4	What is sound? Characteristics of Sound, Digital Audio, MIDI audio, MIDI Vs Digital audio, Audio file formats, Copyright issues. Principles of animation, Animation techniques, Animation file formats, Making animation (A Rolling Ball, A Bouncing Ball), Creating animated scene.
5	Working of video, Video signal formats (Component Video, Composite Video and S-Video), Digital Video, Digital Video Standards (EDTV, CCIR Recommendations), HD Video and HDTV.
6	Multimedia communications, Multimedia information representation, Multimedia networks, Multimedia applications, Media types, Communication modes, network types, Multipoint conferencing, Network QOS.

Course Number	Course Name	L – T – P Credits	Year of Introduction
306	Lab on Oracle and Multimedia	0L-0T-4P=2C	2018

Course Objectives:

The main objective is to teach the concepts related to SQL (Structured Query Language) and multimedia. The different SQL commands to be introduced. It helps to the students in writing SQL queries and its implementations. It basically helps to design and develop database structure. This is foundational course for building up database and processing through different queries.

Expected Outcome:

At the end of this course, the student should be able to:

- Creating tables, and queries using SQL
- Applying SQL Operators and SQL Functions in the created tables in SQL;
- Writing and solving complex queries based on joins, sub queries
- Writing PL/SQL blocks, objects
- Creating multimedia file
- Understanding the use of multimedia in web sites

Text Books:

Ivan Bayross. SQL, PL/SQL The Programming Language of Oracle 3rd Revised Edition BPB Publications

Suggested MOOC:

In house on www.bharatividyapeeth.edu

Part A: Lab on Oracle

Q. No.	Question
1	Create following tables in your user with specified constraints. Client_Master

Column Name	DataType	Size	Constraints
ClientNo	VARCHAR2	6	PRIMARY KEY, First Letter must start with 'C'
Name	VARCHAR2	20	NOT NULL

Address	VARCHAR2	30
City	VARCHAR2	15
State	VARCHAR2	15
PinCode	NUMBER	6
Bal_Due	NUMBER	10,2

Product_Master

Column Name	DataType	Size	Constraints
ProductNo	VARCHAR2	6	PRIMARY KEY, First Letter must start with 'P'
Description	VARCHAR2	20	NOT NULL
ProfitPercent	NUMBER	2,2	NOT NULL
UnitMeasure	VARCHAR2	10	NOT NULL
QtyOnHand	NUMBER	8	NOT NULL
ReOrderLevel	NUMBER	8	NOT NULL
SellPrice	NUMBER	8,2	NOT NULL, Cannot be 0
CostPrice	NUMBER	8,2	NOT NULL, Cannot be 0

SalesMan_Master

Column Name	DataType	Size	Constraints
SalesManNo	VARCHAR2	6	PRIMARY KEY, First Letter must start with 'S'
Name	VARCHAR2	20	NOT NULL
Addresss	VARCHAR2	30	
City	VARCHAR2	20	
State	VARCHAR2	20	
SalsAmt	NUMBER	8,2	NOT NULL Cannot be 0

Target	NUMBER	6,2	NOT NULL, Cannot be 0
YtdSales	NUMBER	6,2	NOT NULL, Cannot be 0

2 **Insert following records into a related table.**

Data for Client_Master

ClientNo	Name	City	PinCode	State	Bal_Due
C00001	Ivan Bayross	Bombay	400054	Maharashtra	15000
C00002	Vandan Saitwal	Madras	780001	Tamil Nadu	0
C00003	Pramada Jaguste	Bombay	400057	Maharashtra	5000
C00004	Basu Navindagi	Bombay	400056	Maharashtra	0
C00005	Ravi Sreedharan	Delhi	100001	Delhi	2000
C00006	Rukmini	Bombay	400050	Maharashtra	0

Data for Product_Master

ProductNo	Description	ProfitPercent	UOM	QtyOnHand	ReOrderLevel	SellPrice	CostPrice
P00001	1.44 Floppies	5	Piece	100	20	525	500
P03453	Monitors	6	Piece	10	3	12000	11280
P06734	Mouse	5	Piece	20	5	1050	1000
P07865	1.22 Floppies	5	Piece	100	20	525	500
P07868	Keyboards	2	Piece	10	3	3150	3050
P07885	CD Drive	2.5	Piece	10	3	5250	5100
P07965	540 HDD	4	Piece	10	3	8400	8000
P07975	1.44 Drive	5	Piece	10	3	1050	1000
P08865	1.22 Drive	5	Piece	2	3	1050	1000

Data for Salesman_Master

SalesMan No	Name	Address	City	PinCode	SalAmt	Target	YtdSales	Remarks
S00001	Kiran	A/14, Warli	Bombay	400002	3000	100	50	Good
S00002	Manish	65, Nariman	Bombay	400001	3000	200	100	Good
S00003	Ravi	P-7, Bandra	Bombay	400032	3000	200	100	Good
S00004	Ashish	A/5, Juhu	Bombay	400044	3500	200	150	Good

3 Describe all tables.

Retrieve all records.

4 **Create following tables in your table with specified constraints.**

Sales_Order

Column Name	DataType	Size	Constraints
SalesOrderNo	VARCHAR2	6	PRIMARY KEY, First Letter must start with 'O'
SalesOrderDate	DATE		
ClientNo	VARCHAR2	6	FOREIGN KEY referencing Client_Master
DelyAddress	VARCHAR2	25	
SalesManNo	VARCHAR2	6	FOREIGN KEY referencing Salesman_Master
DelyType	CHAR	1	Delivery: Part(P)/Full(F), Default ‘F’
BilledYN	CHAR	1	
DelyDate	DATE		Cannot be less than SalesOrderDate
OrderStatus	VARCHAR2	10	Values IN(‘In Process’, ‘Fulfilled’, ‘BackOrder’,’Canceled’)

Sales_Order_Details

Column Name	DataType	Size	Constraints
SalesOrderNo	VARCHAR2	6	PRIMARY KEY, FOREIGN KEY referencing Sales_Order
ProductNo	VARCHAR2	6	PRIMARY KEY, FOREIGN KEY referencing Product_Master

QtyOrdered	NUMBER	8	
QtyDispatched	NUMBER	8	
ProductRate	NUMBER	10,2	

Challan_Header

Column Name	DataType	Size	Constraints
ChallanNo	VARCHAR2	6	PRIMARY KEY, First Letter two letter must start with 'CH'
SalesOrderNo	VARCHAR2	6	FOREIGN KEY referencing SalesOrderNo
ChallanDate	DATE		
BilledYN	CAHR	1	Values IN(‘Y’,’N’), Default ‘N’

Challan_Details

Column Name	DataType	Size	Constraints
ChallanNo	VARCHAR2	6	PRIMARY KEY, FOREIGN KEY referencing Challan_Header
ProductNo	VARCHAR2	6	FOREIGN KEY referencing Product_Master
QtyDispatched	NUMBER	4,2	NOT NULL

5 **Insert following records into a related table.**

Data for Sales_Order

SalesOrder No	SalesOrderDate	ClientNo	DelyType	BilledYN	SalesMan No	DelyDate	Order Status
O19001	12-Jan-96	C00001	F	N	S00001	20-Jan-96	IP
O19002	25-Jan	C00002	P	N	S00002	27-Jan-96	C
O46865	18-Feb-96	C00003	F	Y	S00003	20-Feb-96	F
O19003	3-Apr-96	C00001	F	Y	S00001	7-Apr-96	F

O46866	20-May-96	C00004	P	N	S00002	22-May-96	C
O10008	24-May-96	C00005	F	N	S00004	26-May-96	IP

Data for Sales_Order_Details

SalesOrderNo	ProductNo	QtyOrdered	QtyDispatched	ProductRate
O19001	P00001	4	4	525
O19001	P07965	2	1	8400
O19001	P07885	2	1	5250
O19002	P00001	10	0	525
O46865	P07868	3	3	3150
O46865	P07885	3	1	5250
O46865	P00001	10	10	525
O46865	P03453	4	4	1050
O19003	P03453	2	2	1050
O19003	P06734	1	1	12000
O46866	P07965	1	0	8400
O46866	P07975	1	0	1050
O10008	P00001	10	5	525
O10008	P07975	5	3	1050

Data for Challan_Header

ChallanNo	SalesOrderNo	ChallanDate	BilledYN
CH9001	O19001	12-Dec-95	Y
CH6865	O46865	12-Nov-95	Y
CH3965	O10008	12-Oct-95	Y

Data for Challan_Details

ChallanNo	ProductNo	QtyDispatched
CH9001	P00001	4
CH9001	P07965	1
CH9001	P07885	1
CH6865	P07868	3
CH6865	P03453	4
CH6865	P00001	10
CH3965	P00001	5
CH3965	P07975	2

6

Describe all tables.

Retrieve all records.

7

Based on above created tables Write down following queries.

<u>Selection, Renaming, Logical Operators and Pattern Matching</u>

a) Select ProductNo, Description and compute Sell_Price*0.05 and Sell_Price*1.05 for each row retrieved. Rename the columns Increase and New Price respectively.
b) Select client information like client no, name, address, city for all clients in 'BOMBAY' or 'DELHI'.
c) Select ProductNo, Description, and Profit Percent where Profit Percent is between 10 and 30 both inclusive.
d) Select supplier name where the second letter of name is 'r' or 'h'.
e) Select supplier name, city where name is 3-character long and the first two characters are 'ja'.

8

Based on above created tables Write down following queries.

<u>Grouping</u>

a) Select Product No with description and total qty_ordered for each product.
b) Select Product No and description for which total qty_ordered of the products 'P00001', 'P03453'.

9

Based on above created tables Write down following queries.

<u>Manipulating Date</u>

	Display the information like SalesOrderNo, ClientNo, SalesOrderDate for all the orders placed by the client in the ascending order of date. The SalesOrdereDate should be displayed in 'DD/MM/YY' format.
10	Based on above created tables Write down following queries. <u>Joins</u> a) Display the information like SalesOrderNo, ClientName, SalesOrderDate for all the orders placed by the client in the ascending order of date. The SalesOrdereDate should be displayed in 'DD/MM/YY' format. b) Select ProductNo, Description and total qty_ordered for each product.
11.	Based on above created tables Write down following queries. Print the information of the client_Master, product_master, sales_order table in the following format fro all records: {Description} worth Rs. {total sales for the product} was ordered in the month of {s_order_date}
12.	Based on above created tables Write down following queries. Find the list of clients who stay in city 'Bombay' or city 'Madras' or city 'Delhi'.
13.	Based on above created tables Write down following queries. <u>Using UNION, INTERSECT and MINUS Clause</u> a) Select all clients and the salesman in the city of 'Bombay'. b) Select salesman name in 'Bombay' who has at least one client located at 'Bombay'. c) Select all the productno of non-moving items in the product_master table. d) Select the productno, description, qty_on_hand, cost_price of non-moving items in the product_master table.
14.	Based on above created tables Write down following queries. a) Retrieve the list of names and the cities of all the clients. b) List the various products available from the product_master table. c) Find the names of the clients having 'a' as the second letter in their names. d) Find the list of clients who stay in city 'Bombay' or city 'Madras' or city 'Delhi'. e) Print the list of clients whose bal_due greater than values 10000. f) Display the Order Information for Clients 'C00002' and 'C00001'. g) Find the products whose selling price is more than 1500 and also find the new selling price as original selling price * 15. h) List the products in sorted order of their description. i) Calculate the average price of all the products.

	j) Determine the maximum and minimum products prices. Rename the titles as 'Max-Price' and 'Min-Price' respectively. k) Count the number of products having price greater than or equal to 1500. l) Find all the products whose Qty_On_Hand is less than Re_Order_Level. m) Change the Sales_Order_Date of Client_No 'C00001' to 24/07/96. n) Change the cost price of '1.22 Floppy Drive' to Rs. 950.00. o) Delete all records having delivery date before 10th July' 96
15.	**Exercise following functions using DUAL Table.** • <u>Number Functions</u> 1. ABS () 2. MOD (m, n) 3. POWER (m, n) 4. ROUND (n, m) 5. SIGN (n) 6. SQRT (n) 7. TRUNC (n, m) 8. GREATEST () 9. LEAST () • <u>Aggregate Functions</u> 1. AVG () 2. MIN () 3. COUNT (*) 4. COUNT (expr) 5. MAX () 6. SUM () • <u>Character Functions</u> 1. ASCII () 2. CHR () 3. INITCAP () 4. INSTR () 5. LENGTH () 6. LOSER () 7. UPPER () 8.LTRIM () 9. RTRIM () 10. LPAD () 11. RPAD () 12. SOUNDEX () • <u>Date Functions</u> 1. ADD_MONTHS () 4. LAST_DATE () 2. MONTHS_BETWEEN () 5. NEXT_DATE () 3. TRUNC () 6. SYSDATE ()
16.	**Granting and Revoking Privileges to/from user** a) Grant all privileges on the table product_master to the user Pradeep. b) Grant SELECT and UPDATE privilege on table client_master to Neeta. c) Grant all privileges on the table client_master to the user Ivan with grant option. d) Select all records from product_master table belonging to Sunita. e) Revoke DELETE privilege on supplier_master from Florian. f) Revoke the remaining privileges on supplier_master that were granted to Florian.

17.	**Writing PL/SQL Block** a) Write a PL/SQL Block to generate any n odd and even numbers. b) List the contents of product_master. c) Write a PL/SQL Block that inverse the string or number. [if given number is 8973 then its inverse is 3798]. If the price of the product 'P00001' is < 4000 then change the price to 4000. The price change is recorded in the old_price table along with product_no and the date on which price was changed last. d) Write a PL/SQL block that processes an order for "540 HDD". [Check the availability of the product, if yes update its value.]
18.	**Writing CURSORS** 1. Write a PL/SQL block that updates the acctmast table and sets the balance depending upon the account is debited or credited. The updation should be done only for those values that are not processed i.e. the processed flag is 'N' in the accttrans table. acctmast (acctno*, name, balance) accttrans (acctno, trndate, debt_crdt, amount, processed) 2. The HRD manager has decided to raise the salary of employees by 0.15. Write a PL/SQL block to accept the employee number and update the salary of that employee. Display appropriate message based on the existence of the record in the employee table. 3. The HRD manager has decided to raise the salary of employees working as "Programmers" by 0.25. Write a PL/SQL block to accept the employee number and update the salary of that employee. Display appropriate message based on the existence of the record in the employee table. 4. Create following 2 tables item-mast (item-id*, description, bal-stock) item-trans (item-id, description, operation, qty, status) -> the operations are for UPDATE – U, for INSERT –I, for DELETE –D Based on the value in the operation column of table item-trans the records for table item-mast is inserted, updated or deleted. On the basis of success/failure of insert, update and delete operation the status column in the table item-trans is updated with appropriate text indicating success or reason for failure. Following are the 3-cases which are to be taken care of: • if operation = 'I' then the item-id against along with description and qty is inserted into the required columns of the table item-mast. If the insert is successful then the status field of item-trans table is updated to 'SUCCESSFUL' else 'ITEM ALREADY EXIST'.

	• if operation = ‘D’ then row from item-mast is deleted whose item-id is equal to the item-id in the table item-trans with the operation column having the value ‘D’. If delete is successful then the status column of item-trans table is updated to ‘SUCCESSFUL’ else ‘ITEM DOES NOT EXIST’. • if operation = ‘U’ then the qty against this operation column is added to bal-stock column of the table item-mast where item-id of table item-mast is same as that of item-trans. if update is successful then the status of item-trans table is updated to ‘SUCCESSFUL’ else ‘ITEM DOES NOT EXIST’. Write a parameterized CURSOR that defines all the above cases.
19.	**Writing TRIGGERS** 1. Create a transparent audit system for a table client-master. The system must keep track of the records that are being deleted or modified and when they have been deleted or modified. client-master (client-no, name, city, state, pin, bal-due) audit-client (client-no, name, bal, operation, o-date) • operation: the operation performed on the client-master table • o-date: the date when the operation was performed. 2. Write a database triggers that checks that the qty-on-hand does not become negative.
20	**Writing PROCEDURES** Create following 2 tables item-mast (item-id*, description, bal-stock) item-trans (item-id, description, operation, qty, status) -> the operations are for UPDATE – U, for INSERT –I, for DELETE –D Base on the value in the operation column of table item-trans the records for table item-mast is inserted, updated or deleted. On the basis of success/failure of insert, update and delete operation the status column in the table item-trans is updated with appropriate text indicating success or reason for failure. Following are the 3-cases which are to be taken care of: i. if operation = ‘I’ then the item-id against along with description and qty is inserted into the required columns of the table item-mast. If the insert is successful then the status field of item-trans table is updated to ‘SUCCESSFUL’ else ‘ITEM ALREADY EXIST’. ii. if operation = ‘D’ then row from item-mast is deleted whose item-id is equal to the item-id in the table item-trans with the operation column having the

	value ‘D’. If delete is successful then the status column of item-trans table is updated to ‘SUCCESSFUL’ else ‘ITEM DOES NOT EXIST’. iii. if operation = ‘U’ then the qty against this operation column is added to bal-stock column of the table item-mast where item-id of table item-mast is same as that of item-trans. if update is successful then the status of item-trans table is updated to ‘SUCCESSFUL’ else ‘ITEM DOES NOT EXIST’. Write a database procedure which will check for the existence of item-id in the table item-mast. The procedure must have one argument which receives a value for which a matching pattern for item-id in the table item-mast and another which will return value indicating whether a match has been found or not. The value returned by the procedure can be used to make a decision to perform further processing or not.

Part B: Lab on Multimedia

Q.No.	Question
1	Create a new document in a word processing application. Next, type in a line of text and copy the line five times. Now change each line into a different font. Recopy the entire set of lines three times. Finally, change the size of the first set to 10-point text, the second set to 18-point text, and the third set to 36-point text. a) Which of the smallest lines of text is most readable? b) Which line of text stands out the most?
2	Download three different images from a web site. One should be photographic, one should be a graphic (solid colors or gradients), and one should be a mix. Convert the images to 256 colors. Use the tools available to use different dithering patterns and palettes. Print out the files before and after reducing to 256 colors. Write the file sizes on each one.
3	Visit different web sites. Describe the use of colors for each in subjective terms. Is each site vibrant? childish? muted? subtle? Why? What cultural or other factors determined the color selection? Print out a page from each site, and write a paragraph describing the colors and images used in each one.
4	Open an image in an image-editing program capable of identifying colors. Select three different pixels in the image. Sample the color and write down its value in RGB, HSB, CMYK, and web (hexadecimal) color.

5	Visit three web sites that use sound (you may need to find Flash-based web sites). Where, when, and how is sound used? Does the sound fit the mood of the site? Is there background sound? Can the sounds be turned on and off? Document your findings.
6	Locate three web sites that offer “royalty-free” or “buyout” music. Such sites almost always allow visitors to listen to low-quality samples. What formats are the samples provided in? Listen to some of the samples. Try to identify which are synthesized and which are actual instruments playing the music. What are the license arrangements for using the music? Document your findings, noting the various lengths and formats the music is provided in.
7	Use a search engine to search on the words “animation” and “definition.” Create a document that provides many different definitions of the term animation. Describe the differences among definitions. Which elements make the most difference among them—type of motion, process used for creation, method of playback, or something else? What do all (or, at least, most) of the definitions have in common?
8	Conceptualize a brief animated sequence. Include a number of moving elements that move into and out of the frame. Consider where the key frames should be. How do the elements move? Do they get bigger or smaller? Do they rotate? Do they “deform” (change shape)? Create a storyboard with sketches showing at least ten of the key frames.
9	Locate three web sites that include video clips. What format are they served in? Examine the HTML source code to discover what method of video delivery is used. Make a note of your findings.
10	Prepare five graphic images using paint or drawing program. Be sure to include a variety of colors and contrasts. Add text to the images. Use small text, large text, text with serifs, bold text, and text in contrasting and similar colors. Add drop shadows. Add boxes and other shapes to the images, in various weights.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
307	Lab on Linux Operating System	0L-0T-4P=2C	2018

Course Objective:

The student would be able

- To obtain knowledge of how to manage files in Linux system.
- To understand Linux commands and write shell programming.
- To grasp the concepts of User Management in Linux.
- To control the system running Ubuntu operating system.

Expected Outcome :

The course is to provide the knowledge of the Linux Operating System. This course intends to teach various features that will help the students to use and learn the working of Ubuntu /Red Hat operating system

Prerequisite:

Students should have basic knowledge of working on an operating system.

- Linux for beginners : An introduction to the linux operating system and command line
- Linux: the complete reference, sixth edition paperback by Richard Petersen, McGraw Hill education
- Unix shell Programming: by yashwant Kanitkar
- UNIX Concepts and Applications - by Sumitabha Das

Course Plan

Unit	Contents
1	Introduction to Linux Operating system, various flavors of Linux O.S., Learning to use and Install Linux, Booting Any one flavor of Linux like ubuntu, red hat etc, Starting up ,Logging in, Exploring the desktop ,Working with virtual desktops, Getting Everything up and running ,Viewing your hardware , Getting online Using an Ethernet Card ,Joining wireless network ,Configuring Email and instant messaging, Adding a Printer , Configuring a local printer, Configuring a network printer, Setting up digital imaging devices, Transferring photos from digital camera, Configuring scanner, Configuring Bluetooth.
2	**General Purpose Utilities:** banner (display a blown-up message),

	cal (The calendar), date-display the system date, who-Login detail tty-knowing your terminal uname-know your machine name passwd-change your password lock-lock your terminal echo-display message bc-the calculator. who am i,- display login name
3	**Navigating the file system:-** pwd-checking your current directory, cd-changing directories, mkdir-Making directories rmdir-moving directories ls-listing files **Handling Ordinary files:** cat-displaying and creating files, touch-creating empty file cp-copying a file rm-deleting files mv-renaming files more-paging output lp-printing a fiile file-know the file type wc-line, word and character counting

	split-splitting file in to multiple files cmp-comparing two files comm.-finding common chmod-changing file permission files searches using find command, locate command, mount and unmount command. Understanding vi modes, Using vi to edit the file, Creating a new text file using vi, Searching through files.
4	**Filters:** pr- paginating files head-displaying the beginning of a file, tail- displaying the end of file cut- slitting a file vertically paste- pasting file sort- ordering file uniq- locating repeated line nl- line numbering tr-translating characters. regular expressions and grep to find text ps-process status kill-terminate process Other process related commands
5	sh command, pattern matching- the wild cards, escaping-the backslash(\), quoting, redirection, pipes, tees
6	What is Shell, Different types of shells, Shell as command processor, shell variables, creating command substitution, various shell scripts using functions, conditionals, loops, customizing environment

Course Number	Course Name	L-T-P- Credits	Year of Introduction
308	Community Work III	2L-0T-0P=2C	2018

Course Objective:

This course aims to expose the students to the societal issues and help them participate in the community service through trips/events organized at institute, state level etc and also to Volunteer at events like fundraising activities, fairs, festivals, slums, nonprofit organization etc.

- To expose the students towards social reality and role of community development for social upliftment and well being
- To involve students in community work through active involvement and participation

Expected Outcome :

Students will be able to know the community needs and understand their role towards community development.

Reference Books :

- An Introduction to Community Development, Rhonda Phillips, Robert Pittman – 2014
- Community Development in Asia and The Pacific, Manohar S. Pawar, 2009

Online Resources:

https://community-wealth.org/sites/clone.community-wealth.org/files/downloads/tool-enterprise-directory.pdf

https://www.ahaprocess.com/solutions/community/events-resources/free-resources/

Community Hours:

Participate in community service trips/events organized at institute, state level etc , Volunteer at events like fundraising activities, fairs, festivals, slums, non profit organization etc , Submit a report on a particular type of community involvement undertaken.

MOOCs:

https://alison.com/course/diploma-in-community-development

Course Plan	
Unit	**Contents**
1	**Community work through Education:** Teaching at Schools, Teaching at Orphanages, Teaching to poor children ,study the role of government in the education sector ,study the NGOs particularly working in education sector.
2	**Community Work for Slums:** Learn the government facilities, NGOs which are working for the slums and try to connect any NGO.
3	**Community Work for Environment:** Role of Govt. and NGOs which are working to save the environment, Initiatives like Clean your city drive, Cycle day, Awareness of Dry and wet waste classification, Tree Plantation Drive, Environment awareness activities etc.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
308	**Start-Up Management**	2L-0T-0P=2C	2018

Course Objective:

The objectives of the course is

- To Introduce to the students the idea of start ups and their role in the society and nation
- To impart knowledge about the organization and management of start ups

Expected Outcome :

Students will be able to understand the role of start ups and case studies of well known start ups in India.

Reference Books :

- Khanka S. S. – Entrepreneurship Development, S. Chand.
- Burns, P. (2001). Entrepreneurship and small business. New Jersey:Palgrave.
- Mullins, J. (2004). New business road test. New Delhi: Prentice Hall.

Online Resources:

https://www.entrepreneur.com/

https://www.shopkeep.com/blog/the-7-best-free-resources-for-planning-your-new-business

MOOCs:

https://startupindia.upgrad.com/ - Startup India Learning Programme Swayam

Course Plan

Unit	Contents
1	Meaning of Start ups, Formation of a start up, idea generation for start ups, scaling up process.
2	Managing a startup, Customer Development, Market Sizing, Lean Startups, Support by government for startups,

3	Case Studies on well known startups.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
308	Agro Tourism	2L-0T-0P=2C	2018

Course Objective:

The objectives of the course are to familiarize students with principles and relationship between tourism and agricultural activities.

Expected Outcome :

Students will be able to obtain and diversify knowledge from tourism, rural tourism and their specific form agri-tourism.

Reference Books :

- Talwar, Prakash. Travel and Tourism Management. Gyan Books Pvt., Ltd.,Main Ansari Road, Darya Ganj, New Delhi- 110 002.
- Bagri, S. C. Trends in Tourism Promotion 2003.International Books Distributors, 9/3, Rajpur Road, Dehradun-248 001 Uttarakhand (India).

Online Resources:

http://www.agritourism.in
http://www.ecoindia.com

MOOCs:

https://www.mooc-list.com/tags/tourism
https://www.coursera.org/
https://swayam.gov.in/
https://alison.com/courses?query=agriculture+tourism

Course Plan

Unit	Contents
1	Introduction, importance, scope, forms of agro-tourism, advantages and implementations, sustainability component, difficulties involved.
2	Govt. policies and legislations in respect of tourism and agro-tourism and environment protection laws. Requirements for Agro-tourism Farm, forest, garden, fish tank/ponds, residential huts, etc. Introduction to Indian culture through agro tourism.

3	Profiling the tourist for: age, sex, life cycle, education, employment, income, satisfaction and expectations, values, purpose of visit, accommodation, duration of stay, preferences and perceptions regarding area management, environmental concerns, involvement and responsibility, motivations, etc.

SEMESTER IV

Course Number	Course Name	L-T-P- Credits	Year of Introduction
401	Computer Networks	3L-1T- 0P = 4C	2018

Course Objectives:

The key objective is to acquire a foundational understanding of computer network and communication technologies. Networking concepts will be illustrated using TCP/IP networks. To enable the learner with Network Technologies and applications of Network.

Learning Outcomes:

At the end of this course, student should be able to

- Students will acquire a good knowledge of the computer network, its architecture and operation.
- Student will be able to pursue his study in advanced networking courses (This knowledge will help them to create base for the Network Electives to be studied in the next semesters).
- Students will be able to follow trends of computer networks. So, students will get exposer to advanced network technologies like MANET, WSN, and 4G.

References (Books, Websites etc) :

- 1.A.S. Tanenbaum, **Computer Networks** (4th ed.), Prentice-Hall of India, Latest Edition
- 2.W.Behrouz Forouzan and S.C. Fegan, **Data Communication and Networking,** McGraw Hill, Latest Edition

Other Books:

- Network Essential Notes GSW MCSE Study Notes
- Internetworking Technology Handbook CISCO System
- Introduction to Networking and Data Communications Eugene Blanchard
- Computer Networks and Internets with Internet Applications Douglas E. Comer

Suggested MOOC :

Course Plan

Unit	Contents
1	**Introduction to Computer Networks:** What is Computer Network? Network Goals and Motivations, Application of Networks, Network Topologies, Classification of Networks, **Network software:**

	Network Protocols, Protocol Hierarchies, Design issues for the Layers, Connection Oriented and Connectionless Services, Service Primitives, Relation of services to Protocols, **Network Models:** The OSI Reference Model, The TCP/IP Reference Model, Comparison of OSI and TCP/IP Reference Model, A critique of OSI Model, A critique of TCP/IP Model, **Examples of some networks:** Internet, X.25, ISDN, Frame relay, ATM, Ethernet, Wireless Lans- (wi-fi)
2	**Data Transmission and Physical Layer:** **Signals:** Analog and Digital Signals, Data Rate, Transmission Impairment, Signal Measurement: Throughput, Propagation Speed and Time, Wavelength, Frequency, Bandwidth, Spectrum **Transmission Media& its Characteristics:** Guided and Unguided Media, Synchronous and Asynchronous Transmission, Multiplexing**:** FDM, WDM, TDM, Switching**:** Circuit, Message and Packet Switching, **Mobile Telephone Systems**: 1G, 2G, And 3G
3	**Network Layer: Network Layer Design Issues; Routing Algorithms:** Static/ Dynamic , Direct/ Indirect, Shortest Path Routing, Flooding, Distance Vector Routing , Link State Routing, Hierarchical Routing, Broadcast Routing, Multicast Routing, **Congestion Control Algorithms:** General Principal of Congestion Control, congestion prevention polices, Load shedding, Jitter Control, **IP Addressing:** IP-Protocol, IP-Address Classes (A, B, C, D, E), Broadcast address, Multicast address, Network Mask, Subnetting, Internet control Protocol-ICMP, IGMP, Mobile-IP, IPv6
4	**Transport and Application Support Protocols,:** Transport service, Service Primitives, Internet, and Transport Protocols: TCP/UDP, Remote Procedure Calls, RTP, **Session Layer:** Token Concept **Presentation Layer:** Data Encryption and Data Security, Message Authentication, **Application Layer:** Domain Name Service, Telnet, FTP, SMTP, SNMP, MIME, POP, IMAP, WWW,HTTP
5	**Advance Networks:** Concept of 4G Networks, Introduction of 802.16, 802.20, Bluetooth, Infrared, MANET, Sensor Networks. Technical Issues of Advanced Networks, **Mobile Ad-hoc Networks:** Introductory concepts, Destination-Sequenced Distance Vector protocol, Ad Hoc On-Demand Distance Vector protocol, **Wireless Sensor Networks:** Sensor networks overview: Introduction, applications, design issues, requirements.
6	**Internet Basics:** Concept and Characteristics of Internet , Intranet, Extranet . Structure of Internet through Client Sever . Domain name , Website Development formats for Business Applications.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
402	Software Testing	3L-1T-0P=4C	2018

Course Objective :

The main objective is to introduce IT in a simple language to all undergraduate students, regardless of their specialization. It will help them to pursue specialized programs leading to technical and professional careers and certifications in the IT industry. The focus of the subject is on introducing skills relating to IT basics, computer applications, programming, interactive medias, Internet basics.

Expected Outcome :

At the end of this course, student should be able to:

- Understand basic concepts and terminology of information technology.
- Have a basic understanding of personal computers and their operations.
- Be able to identify issues related to information security.

References (Books, Websites etc) :

- Software Testing by Renu Rajani and Pradeep Oak
- Software Engineering by Roger S. Pressman
- Software Testing Principles And Practices by Srinivasan Desikan and Gopalaswamy
- Ramesh

Suggested MOOC :

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to Software Concepts:** Introduction, Definition and Characteristics of oftware, Importance of Software, Software types, Software components, Members involved in software development, Overview of SDLC.

2	**Introduction to Testing:** What is testing, Why, When and How Testing, Importance of Testing. Testing goals and characteristics, Testing during planning stage, Testing during design stage, Testing during coding stage.
3	**Software Testing Lifecycle & Software Testing Process:** Overview of STLC, Principles of Verification and Validation, Techniques of verification (review, inspections, walkthroughs), V testing model Software development V & V Software acquisition V & V Software supply V & V **Software Testing Process:** Testing process: a) Plan b) Develop c) Execute d) Manage Conventional Software Architectures.
4	**Software Testing Strategies:** Test strategies for conventional software a) Unit Testing b) Integration Testing i) Top-Down Integration ii) Bottom-Up Integration iii) Regression Testing iv) Smoke Testing v) Integration test documents c) Validation Testing a. Test Criteria b. Configuration Review c. Alpha and Beta Testing a) System Testing i) Recovery Testing ii) Security Testing iii) Stress Testing iv) Performance Testing Difference between Testing and Debugging, The Art of Debugging

5	**Software Testing Techniques:** Overview of Black-Box and White-Box Testing, Methods of White-box Testing: a) Basis Path Testing i) Flow Graph Notation ii) Independent Program Paths iii) Deriving Test Cases iv) Graph Matrices b) Control Structure Testing i) Conditional Testing ii) Data Flow Testing iii) Loop Testing • Simple Loops • Nested Loops • Concatenated Loop Methods of Black-Box Testing: a) Graph Based Testing b) Equivalence Partitioning c) Boundary Value Analysis d) Orthogonal Array Testing Testing of client/server Architectures, Testing Documentation and Help Facilities, Testing for Real-Time Systems: a) Task Testing b) Behavioral Testing c) Intertask Testing d) System Testing Testing Patterns: a) Pair Testing b) Separate Test Interface c) Scenario Testing
6	**Risk Management:** Introduction and Characteristics of Risks, Role of Testing in Risk Management, Types of Risks: a) Project Risks b) Technical Risks c) Business Risks d) Predictable Risks e) Unpredictable Risks

Course Number	Course Name	L-T-P- Credits	Year of Introduction
403	Java Programming	3L-1T-0P=4C	2018

Course Objective :

The Objectives of the course is to introduce Object Oriented Programming using Java, Make student to use Java for implementing OO Concepts and also make them familiarize to use JDK and Java API for concurrent programming, input/output, Java data structures and GUI (AWT) programming using java.

Expected Outcome :

At the end of this course, student should be able to understand

- Design interfaces, abstract and concrete classes
- Use concurrent programming, java Collections and utility classes
- Able to achieve object persistence using object serialization.
- Design applications using event driven programming.
- Get the main features of Java Programming for Business Applications

References (Books, Websites etc) :

- Herbert Schildt, Java: The Complete Reference, McGraw-Hill Osborne Media; Seventh Edition, 2007
- Cay S. Horstmann and Gary Cornell ,Core Java-Volume-I, Sun Core Series, Eighth Edition, 2008
- Bruce Eckel , Thinking In Java – Printice Hall, Fourth Edition

Suggested MOOC:

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to Java:** Features of Java, Java compiler, JVM, Garbage collection, Data types, concept of class and object, java naming conventions wrapper classes, control structures in java, arrays in java, array of objects.

2	**Class and Object Concepts:** Concepts of OOP, Defining a class, creating objects from class, adding attributes and methods to the class, using constructors, Passing values to the functions – pass by value, pass by reference, Function overloading. Modifiers – public, private, protected, default, static, final, Concept of package, Introduction to Exception Handling.
3	**Inheritance and Polymorphism:** Concept and importance of inheritance, is-a relationship, types of inheritance, Polymorphism – function overriding, dynamic method dispatch. Using abstract and final keywords with class declaration, Concept of interface and class.
4	**Concurrent Programming :** Concept of threads, lifecycle of threads, creating threads, Thread class, Runnable interface, Introduction to Tread Synchronization .
5	**Java Input/Output:** Concept of streams, types of streams – byte streams, character streams. The Console: System.out, System.in, and System.err, InputStream class, OutputStream class, File class, FileInputStreams, File OutputStream, Reader class, Writer class, FileReader, FileWriter. Buffered streams – BufferedInputStream, BufferedOutputStream, BufferedReader, BufferedWriter. Object Streams
6	**Java Applets and GUI:** Applet concept, creating basic applet, applet lifecycle, controlling applet content, introduction to AWT controls – Button, Lable, TextField, TextArea, List, Checkbox and RadioButtons, Scrollbar, Menu etc. (Only AWT Component)

Course Number	Course Name	L-T-P- Credits	Year of Introduction
404	Operations Research	3L-1T-0P=4C	2018

Course Objective :

Main objective of this paper is to learn historical development of O.R., need and characteristics of OR in business and management. Formulate a real-world problem as a mathematical programming model. To aware the students about the basic terms in operations research. Students will be able to formulate and solve optimization problems related to job/ work assignments.

Expected Outcome :

At the end of this course, student should be able to understand:

- Students will be able to describe characteristics and scope of OR.
- Students will be able to define and formulate mathematical problems.
- Students will be able to select optimal problems solving techniques for a given problem using LP.
- Students will be able to formulate and solve transportation, travelling sales problems.
- Students will be able to demonstrate and solve simple models of Game theory.
- Students will be able to solve different problems related to Network.

References (Books, Websites etc) :

- Operations Research: An Introduction by Hamdy Taha, Pearson
- Operations Research by A M Natarajan, P Balasubramani, A Tamilarasi, Pearson Education Inc
- Operations Research by P Mariappan, Pearson
- Operations Research by H N wagner, Prentice hall.
- Optimization in Operations Research by Ronald Rardin, Pearson Education Inc.
- Operations Research by R. Paneerselvam, Prentice Hall of India Pvt. Ltd.
- Quantitative Techniques in Management by N D Vohra, Tata McGraw-Hill

Suggested MOOC : List of Open Source Software/learning website: www.nptel.ac.in/

Course Plan

Unit	Contents
1	**Basics of Operation Research :** Origin of Operation Research, Historical Standpoint, Methodology, Different Phases, Characteristics, Scope and Application of Operations Research, limitations of OR.

2	**Linear Programming :** Introduction, Requirement of LP, Basic Assumptions, Formulation of LP, General Statement of LP, Solution techniques of LP: Graphical Methods, Analytical Methods: Simplex Method , Concept of slack, surplus & artificial variables. Manual solutions of L.P.P. upto 3 iterations. Minimization & Maximization Problems. Special Cases – i)Alternative solution (ii) Unbounded solutions (iii) Infeasible solutions to be shown graphically & also by simplex method.
3	**Transportation Model :** North-West Corner rule, Least-cost method, Vogel's approximation method, Final Transportation cost using MODI method, **Special cases** : i)Degeneracy in transportation problem, ii)unbalanced supply and demand, iii)profit maximization problem iv) prohibited transportation routes
4	**Assignment Model:** Hungarian method for solution, non square matrix, **Special Cases** :i) unbalanced problem ii)restriction on assignments iii)Maximization problem iv)alternate solution
5	**Network Analysis :** Terms used in network analysis, Network or arrow diagram, Fulkerson's rule, Programme Evaluation and Review Technique (PERT), Critical path method (CPM), Time estimates for activities. Probability of completion of project. Determination of floats (total, free, independent & interfering) , Crashing of Simple Networks.
6	**Decision Theory And Decision Tree**: Introduction, Decision under certainty, Decision under risk, Payoff table, Regret table, Decision making under uncertainty, Maximin & Maximax criteria,Minimax Regret criterion, Laplace criterion, Hurwicz criterion, Expected Monetary Value criterion, Expected Value of Perfect Information (E.V.P. I.), Expected Opportunity Loss (E.O.L.), Decision Tree, Simple examples

Course Number	Course Name	L-T-P- Credits	Year of Introduction
405	Entrepreneurship Development	3L-1T-0P=4C	2018

Course Objectives :

To develop an understanding of entrepreneurship concepts

To provide sufficient knowledge to students aspiring to be entrepreneurs

To provide ways and means to start an enterprise

Expected Outcome :

At the end of this course, student should be able to understand

- Evolution, definition, characteristics, function and types of entrepreneurs.
- Role of Entrepreneurship in Economic Development.
- Business Opportunity Identification
- Importance of Business plan
- Support Agencies
- Concept of Intellectual property rights

Reference Books :

- Dr. Dilip Sarwate, Entrepreneurship Development and Project Management, Everest Publishing house
- Vasant Desai, Dynamics of Entrepreneurship development and Management, Himalaya Publishing House
- David H Holt, Entrepreneurship and New Venture Creation, Prentice Hall
- Paul Ajit Kumar, Paul, Entrepreneurship Development, Himalaya Publishing House Mumbai
- Raj Shankar – "Entrepreneurship: Theory and Practice" – Vijay Nicole Imprints Pvt. Ltd.
- S.S. Khanka – Entrepreneurial Development – S. Chand And Company Ltd., New Delhi – 1999

Websites

- www.startupindia.gov.in
- www.india.gov.in
- http://www.makeinindia.com/home

Suggested MOOC :

Note:

1. **Case studies to be discussed on various aspects mentioned in the syllabus.**
2. **Visiting/Interaction with successful local entrepreneurs should be done.**

Course Plan

Unit	Contents

1	**Introduction to Entrepreneurship :** Evolution, Concept and definition of an entrepreneur, Characteristics, function and types of entrepreneurs, Qualities of an Entrepreneur, Growth of Entrepreneurship in India, role of Entrepreneurship in Economic Development, Women Entrepreneurship in India
2	**Business Opportunity Identification :** Search for Business Ideas, Market Assessment, Sources of Information, Environmental Analysis, Entrepreneurial opportunities in India, Business Opportunity identification and selection
3	**Business Plan Preparation :** Meaning of Business plan, Significance and Contents of a Business Plan, developing Business Plan, Presenting Business Plan, Elevator Pitch
4	**Project Finance :** Types of Finance, Sources of Finance, Venture Capital, Start-up and Make-in-India program, MUDRA
5	**Support Agencies :** Support to Entrepreneurs by DIC, SIDBI, SIDCO, SSIB, NSIC, SISI, Other Institutions etc. Entrepreneurship promotion by Government through various schemes.
6	**Entrepreneurial Motivation and Development :** Factors motivating entrepreneurs, Basic course contents of EDP‟s Evaluation of EDP‟s, Organizations involved in EDP‟s. Basics of Intellectual property rights

Course Number	Course Name	L-T-P- Credits	Year of Introduction
406	BCA-II-SEM-IV	2	2018

Course Objective :

To develop logical abilities of students using Java Programming language

Expected Outcome: Provide foundation for programming and Enable the students to analyze and efficiently solve the problems using Java Programming.

References (Books, Websites etc) :

- Herbert Schildt, Java: The Complete Reference, McGraw-Hill Osborne Media; Seventh Edition, 2007
- Cay S. Horstmann and Gary Cornell ,Core Java-Volume-I, Sun Core Series, Eighth Edition, 2008
- Bruce Eckel , Thinking In Java – Printice Hall, Fourth Edition

Sr. No.	Contents
1	Program to demonstrate the following: 1. Branching Statements 2. Looping Statements 3. Classes and objects 4. Wrapper classes 5. Arrays 6. Array of objects.
2	Design Programs on following concepts: 1. Constructor 2. Constructor Overloading 3. Pass by value 4. Method Overloading 5. Package 6. Exception Handling
3	Working with Inheritance and Interface: 1. Programs to demonstrate working of Inheritance, types of inheritance and Polymorphism – function overriding. 2. Making use of abstract and final keywords with class declaration. 3. Programs to demonstrate working of interface.
4	Design Programs on following concepts: 1. Thread class, Runnable interface and Tread Synchronization.
5	Program to demonstrate Java Input/Output : 1. Concept of streams, byte streams, character streams. 2. The Console: System.out, System.in, and System.err 3. Making use of InputStream class, OutputStream class, File class, FileInputStreams, File OutputStream, Reader class, Writer class, FileReader,

	FileWriter. Buffered streams – BufferedInputStream, BufferedOutputStream, BufferedReader, BufferedWriter. Object Streams
6	Working with Java Applets and GUI: 1. Design program to demonstrate Applet concept. 2. Making use of AWT controls through programs– Button, Lable, TextField, TextArea, List, Checkbox and RadioButtons, Scrollbar, Menu etc.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
407	Minor Project I	2 Credits	2018-19

Course Objective :

Student has to complete a Minor project work under the guidance of the faculty member in the institute. Students has to develop any software using C in a group of 2 to 3. Each team has to give 4 minimum PPT presentation to the Project Guide during the semester. Final project viva will be conducted as per University Time Table.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
408	Community Work-IV	2L-0T-0P=2C	2018

Course Objective:

This course aims to expose the students to social issues and help them Participate in community service through trips/events organized at institute, state level etc and also to Volunteer at events like fundraising activities, fairs, festivals, slums, nonprofit organization etc.

- To expose the students towards social reality and role of community development for social upliftment and well being
- To involve students in community work through active involvement and participation

Expected Outcome :

Students will be able to know the community needs and understand their role to contribute meaningfully towards community development.

Reference Books :

a. An Introduction to Community Development, Rhonda Phillips, Robert Pittman – 2014
b. Community Development in Asia and The Pacific, Manohar S. Pawar, 2009,

Online Resources:

https://community-wealth.org/sites/clone.community-wealth.org/files/downloads/tool-enterprise-directory.pdf

https://www.ahaprocess.com/solutions/community/events-resources/free-resources/

MOOCs:

https://alison.com/course/diploma-in-community-development

COMMUNITY HOURS:

Participate in community service trips/events organized at institute, state level etc , Volunteer at events like fundraising activities, fairs, festivals, slums, non profit organization etc , Submit a report on a particular type of community involvement undertaken

Course Plan

Unit	Contents
1	Community work in Food and Nutrition related social concerns ,role of government and NGOs in India

2	Community work for old age people and its related social concerns, role of government and NGOs in India
3	Community work for woman empowerment ,its related social concerns ,role of Govt. and NGOs in in India

Course Number	Course Name	L-T-P- Credits	Year of Introduction
408	Basics of Taxation	2L-0T-0P=2C	2018

Course Objective:

- To provide a basic knowledge about direct tax system in India
- To provide a basic knowledge about indirect tax system in India.
- To upgrade with the latest amendments in taxation policy of India.

Expected Outcome :

- Students will be able to have a basic knowledge about direct tax system in India
- Students will be able to have a basic knowledge about indirect tax system in India.
- Students will be upgraded and upskilled with the latest amendments in taxation policy of India.

Reference Books :

1. Shukla and Grewal: Advanced Accounts. (S. Chand & Co. Ltd. New Delhi)
2. Jain and Narang: Advanced Accounts.(Kalyani Publishers, Ludhiana)
3. Sr. K. Paul: Accountancy, Volume-I and II.(New Central Book Agency, Kolkata)
4. R. K. Lele and Jawaharlal: Accounting Theory (Himalaya Publishers)
5. Dr. L. S. Porwal: Accounting Theory (Tata McGraw Hill).
6. Robert Anthony, D.F.Hawkins& K.A. Merchant: Accounting Text & Cases (Tata McGrawHill

Online Resources:

1. https://incometaxindiaefiling.gov.in/

2. https://www.taxmann.com/#

3. http://www.gstcouncil.gov.in/

MOOCs:

Alison

Swayam

Course Plan

Unit	Contents
1	**Introduction :** Basic concepts: Income, agricultural income, person, assessee, assessment year, previous year, gross total income, total income, maximum marginal rate of tax; Permanent Account Number (PAN) Residential status; Scope of total income on the basis of residential status Exempted income under section 10
2	**Direct and Indirect Tax:** Income from Salaries; Income from house property, Profits and gains of business or profession; Capital gains; Income from other sources, Deductions from gross total income; Rebates and reliefs Computation of total income of individuals and firms; Tax liability of an individual Indirect taxes.
3	**Overview of GST:** Overview Of GST: Introduction to GST-Key Concepts – Taxes under GST – Central GST – State GST – Union Territory GST – Integrated GST - Cess

Course Number	Course Name	L-T-P- Credits	Year of Introduction
408	YOGA - I	2L-0T-0P=2C	2018

Course Objective:

- To introduce the practice of yoga and its benefits to students
- To impart practices of basic yogic kriyas

Expected Outcome :

Students will be able to understand the advantages of Yoga and practice basic yog kriyas

Reference Books :

- Yoga – Asanas, Pranayam, Mudras, Kriya, Vivekananda Ashram
- Yoga – Sivanand Yog Vedanta Center

Online Resources:

https://www.yogatoday.com/

https://www.youtube.com/user/yogatoday https://m.youtube.com/user/yogawithadriene/playlists	
MOOCs: Swayam	
Course Plan	
Unit	**Contents**
1	i) Origin of Yoga & its brief development. ii) Meaning of Yoga & its importance iii) Yoga as a Science of Art (Yoga Philosophy). iv) Meaning of meditation and its types and principles.
2	i) Classification of Yoga/Types of Yoga ii) Hatha Yoga , Raja Yoga, Laya Yoga, Bhakti Yoga, Gyan Yoga, Karma Yoga. iii) Asthang Yoga.
3	i) Principles of Yogic Practices. ii) Meaning of Asana, its types and principles. iii) Meaning of Pranayama, its types and principles. iv) Meaning of Kriya its types and principles. v) Yogic therapies and modern concept of Yoga vi) Naturopathy, Hydrotherapy, Electrotherapy, Messotherapy, Acupressure, acupuncture.

SEMESTER V

Course Number	Course Name	L-T-P- Credits	Year of Introduction
501	Introduction to the Internet Technologies	3L-1T-0P = 4C	2018

Course Objective :

- To teach the basic internet concepts and train them to develop internet applications.
- An overview of the HTML5 specification
- Practical knowledge to implement new HTML5 elements and attributes.
- Overview of Javascript

Pre-requisites:

Preliminary knowledge of computer, their operations and applications.

Expected Outcome :

- Describe and use client-side technologies of the World Wide Web: HTML5, CSS3, Javascript.
- To implement different constructs and programming techniques provided by Java Script.

References (Books, Websites etc) :

Text Books:

1. The Complete Reference HTML -Thomas A.Powell

2. The ABC's of JavaScript –Lee Purcell & May Jane Mara

3. Internet Technology at work - Hofstetterfred

4. Beginning HTML5 & CSS3 - Christopher Murphy, Richard Clark &oliStudholme

Reference Books :

1. Web Enabled Commercial Application Development using HTML, DHTML, JavaScript, Perl CGL –Bayross Ivan

2. Internet Technology at work Hofstetterfred

3. Web Design Technology-D.P. Nagpal- S. Chand Technical

4. JavaScript Bible

Reference Sites:

1. www.w3schools.com

2. www.devguru.com

Suggested MOOC :

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	**Contents**
1	**Overview Of Internet And Intranet:** Understanding internet and its need, concept of intranet, difference between internet and intranet, a brief history, internet applications, Internet Service Providers (ISP) concept of client and server, concept of a web browser and web server, communicating on the internet, concept of domain- Physical domain, virtual domain, registering a domain, need of IP addressing, process to assign IP addresses, World Wide Web
2	**Introduction To HTML:** **Introduction:** Overview of HTML, need of HTML, Use of HTML **HTML Tags:** concept of Tag, types of HTML tags, structure of HTML program**Text formatting through HTML:** Paragraph breaks, horizontal rules, heading style, line breaks, background and BGcolor attributes **Emphasizing**

	material in a web page: Heading styles, drawing lines, text styles.**Text styles and other text effects-**centering, spacing, controlling font size & color**Lists:** Using unordered, ordered, definition lists**Adding Graphics To HTML Documents:** Using Image tag, attributes of Image tag, changing width & height of image
3	**Tables, Frames And Linking Documents:** **Handling Tables:** To define header rows & data rows, use of caption tag, changing height & width of table, cellpadding, cellspacing, bgcolor, colspan, rowspan**Linking Documents:** Concept of hyperlink, types of hyperlinks, linking to the beginning of document, linking to a particular location in a document, Images as hyperlinks**Frames:** Introduction To frames, using frames & frameset tags, named frames.**Forms :** INPUT tag, TYPE Attribute : text, password, button, checkbox, radio button, image
4	**Introduction to CSS:** Introducing CSS, Types of style sheets: inline, embedded and external Style.Working with CSS properties: text properties, color and background properties, border and shading, box and block properties, positioning with CSS, Various types of CSS selectors: universal, class, ID, child, descendent, adjacent sibling, attribute and query.
5	**Introduction To HTML5 and CSS3:** Features of HTML5 and CSS3 with few elements.
6	**Introduction To JavaScript:** **Introduction to scripting:** overview of Java Script, Advantages, Features of JavaScript, Client side java Script, writing JavaScript into HTML, First Hello World Program **Basic JavaScript Techniques**: Data types, literals, variables and operators, Java Script arrays, dense array, operators, expressions **Java Script Programming Construct**: Assignment, data declaration, if, switch, while, for, do while, label, break, Continue **Functions and Objects**-Built-In Function and User defined function. User defined functions, function declaration, passing parameters, variable scope, return values, recursive functions, String, Date, Math Objects

	Dialog boxes -Alert dialog box, prompt dialog box, confirm dialog box, **Working with form**- Forms and Form elements and the associated events. Form validation.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
502	Object Oriented Analysis and Design	3L-1T-0P – 4C	2018

Course Objective :

- To Understand concept of system design using UML.
- 2. To understand system development through object oriented techniques.

Expected Outcome :

At the end of course students will know –

- Advantages of using OOP platforms for development.
- Process carried out while designing Object Oriented Systems.

References (Books, Websites etc) :

- The Unified Modeling Language User Guide by Grady Booch, James Raumbaugh, Ivar Jacobson.
- Object Oriented Software Engineering by Ivar Jacobson
- 3. Software Engineering by Pressman

Suggested MOOC : Refer **NPTEL**

Course Plan

Unit	Contents
1	**Object Oriented Concepts, Modeling and UML:** What is Object Orientation : (Introduction to class, object,inheritance, polymorphism), Model : Introduction of Modeling, Object Oriented Modeling , Object oriented system development: Function/data methods, Object oriented analysis,Object oriented construction, Object oriented testing
2	**Iterative Development and UML:** Understanding requirements, Rational Unified process &RUP Phases – Inception, Elaboration, Construction, Transition UML : Designing Tool for OOAD : Introduction to UML, Overview of UML, Conceptual Model of UML, Diagrams in UML, Advantages of UML

	Behavioral Modeling Use Case Diagram : Realization of Use Cases, Finding Actors, Defining Relations among Use case, Writing Use Cases, Activity Diagram
3	**Basic and Advanced Structural Modeling** Class Diagram : Identifying the elements of an object model, Identifying classes and objects, Specifying the attributes, Defining operations, Finalizing the object definition, Advanced class Modelling, Interface, Types and Roles **Diagrams Based on Classes :** State Chart Diagram, Package Diagram, Object Diagram
4	**Interaction Modelling :** Introduction to Interaction Diagrams, Need of Interaction Diagrams, Interaction Diagrams, Collaboration Diagram, Sequence Diagram
5	**Architectural Modeling** Component Diagram: Need of Component Diagram, Realization of Components, Relating Components. Deployment Diagram : Purpose of deployment diagram, Architecture of System, Different Architectures used for System, Representing Architecture using Deployment Diagram
6	**Object Oriented Programming Styles** Object Oriented Style with reference to Reusability and Extensibility, Robustness, 3 Programming in the Large, Discussion on case Studies e.g. Library Management System, Hospital Management System, . Online Shopping, Nukari.com website, Matrimonial website

Course Number	Course Name	L-T-P- Credits	Year of Introduction
503	C# Programming	3L-1T-0P-=4C	2018

Course Objectives

- Learn the fundamentals of C# programming in Visual Studio.
- To Use .Net Framework
- To Handle Exceptions in C#
- To implement Object oriented technology in C#
- To operate with Arrays
- To use Class Designer and Object Test Bench tools.

Expected Outcome :

This COURSE focuses on building applications with a graphical user interface (GUI) for the Microsoft Windows operating system although GUI interfaces on other operating systems, and on the Web Topics include: event-driven programming, Win32 API, dialog boxes and standard GUI controls, dynamic link libraries, .NET Framework. The C# programming languages will be used to build applications.

Reference Books:

- The Complete Visual C# Programmer's Guide
- A Programmer's Introduction to C# 2.0, Third Edition
- 3. C# and the .NET Platform, Second Edition

Course Plan

UNIT	Contents
1	**The .net Framework:** Introduction, common language runtime, common type system, common language specification, the base class library, the .net class library, Intermediate language, Just in time compilation, garbage collection, assemblies, web services, COM, localization
2	**Introduction to C # :** Evaluation of C#, characteristics of C#, application of C#,difference between C++ and C#, difference between Java and C#.Introduction to C# environment : The .NET strategy, the origins of the .NET technology, the .NET framework, the common language runtime, framework base classes, user and programs interface, visual studio .NET, .NET languages, benefits of the .NET approach, C# and .NET.

	Data types, identifiers, variables, constants, C# statements, OOPs concept,array and strings, operators, control statements, type conversions, Mathematical functions.
3	**Classes and Objects :** Basic principles of OOP's, class, objects, constructors, static members, static constructors, private constructors, copy constructors, destructors, member initialization, the this reference, nesting of classes, constant members, read only members, properties, indexers.Inheritance and polymorphism : overloading, inheritance, overriding, interfaces
4	**Visual studio IDE features, introduction to Window forms, components, control:** textbox, label, linklabel, status bar, checkedlistbox, combobox, listbox, listview, radiobutton, button, panel, groupbox, dialog box, menu control, properties, methods, events of controls.
5	**ADO.net:** the component model, creating database connection, database command, data repeater, connecting to data sources, choosing a .net data provider, manage a connection, building command objects, executing commands, building datasets and datatables, data adapter
6	**Managing Console I/O operations :** Console class, console input, console output, formatted output, numeric formatting, standard numeric format, custom numeric format. Managing Errors and Exceptions : Types of errors, exceptions, syntax of exception handling code, multiple catch statement, the exception hierarchy, general catch handler, using final statement, nested try blocks, throwing our own exceptions, checked and unchecked operators, using exceptions for debugging.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
504	Graph Theory	3L-1T-0P =4C	2018-19

Course Objective :

The aims of this Graph theory is a delightful playground for the exploration of proof techniques in discrete mathematics and its results have applications in many areas of the computing ,social and natural science

Expected Outcome :

At the end of the course student should be able to:

- Use graphs as models in a variety of areas.
- Formulate several real world problems in mathematical terms

References (Books, Websites etc) :

Introduction to Graph theory - PHI by Douglas B.West

Discrete Mathematics and its Applications Edition 6th - Tata McGraw Hill by Kenneth H. Rosen

Suggested MOOC :

NPTEL

Course Plan

Unit	Contents
1	**Fundamental Concepts** : Definition, Graph Models, Sub Graph, Decomposition and special Graphs, Connection in Graphs, Bipartite Graph, Degree, Directed Graph, Undirected Graph, weighted graph, Regular Graph, dual graph, Representing Graph in computer memory, **Examples**
2	**Connectivity**: Walk, paths, trail, circuits, Connected Graph, Bridge, Isomorphism, Eulerian Circuits, Euler's path, Euler graph, Hamiltonian Graph and Graph Algorithm, Konigsberge Bridge problem, shortest path problems, city route,puzzle problem, Seating arrangement problem, Travelling salesman problem, **Examples**
3	**Algorithms** : Fleury's algorithm, Warshall's algorithm, Floyde's algorithm, Dijkstra's algorithm, Depth-First Search/ Breadth First search in Directed Graph, **Examples**
4	**Coloring of Graphs and planarity**: Vertex Coloring and upper bonds, Graph with Large Chromatic Number, 4 color theorem,Applications of graph coloring, Planar Graph, Euler's Formula,

	Homomorphism, Theorems, **Examples**
5	**Trees and Distance**: Concept of Trees, Definition and properties of Trees, Application of Trees, Trees as Models, Game Trees, Tree Traversal, Infix and Postfix notation of arithmetic expression, Binary Trees and its Properties, Binary Search Trees, Spanning Tree, Minimum spanning Tree, Depth First search, Breadth –First search, Back tracking applications, Kruskal algorithm, Prims algorithm, Huffman's algorithm **Excercises**
6	**Matchings** : Matching, Hall's Condition, MinMax Theorem, covers, Maximum Bipartite Matching, Weighted Bipartite Matching, Maximum Networks Flow, Examples

Course Number	**Course Name**	**L-T-P- Credits**	**Year of Introduction**
506	Lab on Internet Technology and C# Programming	3L-1T-0P=4C	2018-19

Course Objective :

- To teach the basic internet concepts and train them to develop internet applications.
- An overview of the HTML5 specification
- Practical knowledge to implement new HTML5 elements and attributes.
- Overview of Javascript
- Learn the fundamentals of C# programming in Visual Studio.
- To Use .Net Framework
- To Handle Exceptions in C#
- To implement Object oriented technology in C#
- To operate with Arrays
- To use Class Designer and Object Test Bench tools.

Expected Outcome :

- Describe and use client-side technologies of the World Wide Web: HTML5, CSS3, Javascript.
- To implement different constructs and programming techniques provided by Java Script.
- This COURSE focuses on building applications with a graphical user interface (GUI) for the Microsoft Windows operating system although GUI interfaces on other operating systems, and on the Web Topics include: event-driven programming, Win32 API, dialog boxes and standard GUI controls, dynamic link libraries, .NET Framework. The C# programming languages will be

used to build applications.

References :

- Web Enabled Commercial Application Development using HTML, DHTML, JavaScript, Perl CGL –Bayross Ivan
- Internet Technology at work Hofstetterfred
- Web Design Technology-D.P. Nagpal- S. Chand Technical, JavaScript Bible
- The Complete Visual C# Programmer's Guide
- A Programmer's Introduction to C# 2.0, Third Edition
- 3. C# and the .NET Platform, Second Edition

Suggested MOOC :

Swayam

Course Plan

Unit	Contents
Internet Technology:	
Design A webpage which have student's biodata with proper formatting and having student name as title.	
Design a form using HTML that accepts information about your qualification, extra curricular activities, achievements, skill sets, hobbies, and expectation for a particular job.	
Design a website for a class which shows student's list linked with their biodata pages	
Design a website for PNG jewelers, having images of different types of jewelries which are linked with the pages giving details about the items.	
Design a Style sheet to give following effects The first leter of the paragraph should have 150% font size The first line of the paragraph should have purple as background color and white as the fore color.	
Design a website for the college which lists all the faculties(ordered lists), courses (definition lists) every course explains details (fees, duration, intake capacity) as unordered list.	
Design a website for Samsung products using frames having design as-	

<logo>	<title>		
<Links to various products>		<images of products>	<form to purchase the product>

Design a website for a college showing features of the university, college and list of different courses running in the institute. Course names have links with the pages having details of the courses having similar design using stylesheets.

Design a CSS(inline) that displays the regular text at the center with green as background color and white as fore color and should be bold, using class

Design a web page to display the following output

- List of subjects
  - Semester III
    - C++
    - Dot.Net
  - Semester IV
    - Java
    - Industrial Projects

  <u>Internet Programming</u>

    a. HTML
    b. VBScript
    c. Java Script
    d. DHTML

Design a webpage which accepts users information with validations(name, std code(should not exceed 4 digits),landline number(no. of digits should be between 5 to 7), mobile number(exactly 10 digits),email(should have @ and .))

Write a HTML code to display timetable of your class.

Write a HTML code to display the mark sheet of entered seat number

Write an HTML code to accept the students's

Design a website which accepts a number from user and performs the selected operation(even/odd, prime/not prime, positive/negative)

Design a webpage which provides calculator facilities.
Design webpage which accepts no of lines and prints it in the form of triangular shaped pyramid.
Write JavaScript to display table of numbers 2-10 (use form and form elements)
Write a JavaScript code which contains “show” button. When user clicks on show button, first 10 terms of Fibonacci series will be displayed in text box on another HTML page. This page contains button “back”. With this button user can come back to original page.
Create a from having textboxes, radio button and check boxes and reset button. On clicking the reset button the entire form should be reset.
Design a webpage for a restaurant which accepts online order from user and shows the calculated total amount.
Accept login name and password from user and display biodata of the corresponding user.
Design a page for a user to create his login by accepting desired login name, password and confirm the password.
Accept data of a student wants to appear for entrance(name, marks at matriculation, higher secondary and graduation). Ask student to select the course he want to take admission. If the student scores above 55 at matriculation, above 60 at higher secondary and graduation then he is eligible for any course. If he has science degree or maths at 11th and 12th then only he is eligible for MCA.Design the form accordingly. Give the according message.
Design a webpage to conduct aptitude for maths. The test is objective, each question having 4 options. Let the students select the option. For every correct option he scores 2 marks and for every wrong answer he loose 1 mark. Calculate & show score of a student.
Design the registration form for a Web site and when the user clicks on Submit button the login form should be appeared on screen.
Create a purchase order form using Javascript.
Create a Java script code with show button. User click on show button, all string functions should be implemented.
Write JAVA script that finds occurrence of letter “m” in the string entered by user in textbox and replace it with “a” and write string to page.

Develop HTML form to accept mathematical expression in one textbox and display its result in another textbox after clicking on button showing mathematical operations.

C#	
SET-I	Basic Console Applications
	• Write a C# Program to design simple calculator • Write a C# Program to Check whether the Entered Number is Even or Odd. • Write a C# Program to Swap 2 Numbers • Write a C# Program to Get a Number and Display the Sum of the Digits • Write a C# Program to Get a Number and Display the Number with its Reverse • Write a Program in C# to demonstrate Command line arguments processing • Write a Program in C# to demonstrate boxing and Unboxing.
SET-II	Date and Time
	• Write a C# Program to Display the Date in Various Formats • Write a C# Program to Check Whether the Entered Year is a Leap Year or Not • Write a C# Program to find difference between Two Dates
SET-III	Classes
	• Write a program to demonstrate abstract class and abstract methods in C#. • Find the sum of all the elements present in a jagged array of 3 inner arrays. • Write a program to demonstrate Operator overloading. • Demonstrate arrays of interface types (for runtime polymorphism) with a C# program.
SET-IV	• Consider the Database STUDENT consisting of following tables: Course (C_ID: int, C_Name: string) • Student (RollNo:int, S_ Name: string, Address: string, C_ID: int, Admissiyear: int) Develop suitable windows application using C#.NET having following options: 1. Entering new course details. 2. Entering new student details. 3. Display the details of students (in a Grid) who belong to a particular course. 4. Display the details of the students who have taken admission in a particular year • write a program in C# to demonstrate error handling.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
507	Minor Project II	2 Credits	2018-19

Course Objective :

Student has to complete a Minor project work under the guidance of the faculty member in the institute. Students has to develop any software using Java in a group of 2 to 3. Each team has to give 4 minimum PPT presentation to the Project Guide during the semester. Final project viva will be conducted as per University Time Table.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
508	Social Media Management	2L-0T-0P=2C	2018

Course Objective:

This Course Teaches student to use social media strategically to create value for a client or organization.

Expected Outcome :

- Students will learn by doing assignments focusing on social media, post writing and publishing, management and measurement tools, a social media audit, editorial calendar and crises management.
- Students will master the skills necessary to become successful social media managers.

Reference Books :

- Guy Kawasaki & Peg Fitzpatrick, "The art of social media: power tips for power users
- Social media marketing all in one for dummies, Jan Zimmerman & Deborah N
- Social media explained by Mark W. Schaefer

Online resources

http://www.gov.pe.ca/photos/original/IPEI_ebiz_smmkt.pdf

https://www.coursehero.com/file/10513028/Media-Management-Notes/

MOOCs:

Swayam

Course Plan

Unit	Contents
1	**Introduction To Social Media:** Introduction to Social Media, importance of social Media, History and evolution of Social Media, Managing Information, Aggregators. Facebook, Twitter, Instagram, LinkedIn, Youtube, Blogs.
2	**Using Social Media:**

	Strategy Plan for Social Media Management, Touchpoint, Analysis Scheduling, Creating Content, Managing Content programmes, Planning Worksheet, Social media campaign.
3	**Evaluating Social Media:** • Evaluation of Social Media Platforms • Tools to manage and measure performance of social media content and campaigns Handling critical issues in social media management and legal aspects of social media.
4	**Setting-up own professional site** Content management, design, connectivity with social media
	Assignments: 1. Explain atleast one social media management tool in detail. 2. Describe social media analytics tool in bried with example. 3. Detailed social media campmaign: The campaign can be any example presented in social media for Lead Generation. Describe the objectives for campaign, outline the tools, preapare budget for campaign. 4. Budget for social media plan: Based on the understanding of your client, prepare a budget for social media management. Include the individual cost of your tactis, your proposed social media campaign and social media tools. Include the total cost as a bottom line of your budget. Include the ROI of your plan and why that budget should be allocated to social media. List different types of content to be used in creating brand by using social media campaigns. Describe merits and demerits of each type of content used in social media.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
508	Road Safety Management	2L-0T-0P=2C	2018

Course Objective:

The vehicle population in India is growing at an exponential rate. This phenomenon is bringing in its wake a host of health related, environmental, safety and behavioral problems in the society. The problem is compounded due to absence of effective means of mass transportation system in most big cities in India.

Reference Books :

- Pratibha Shastri Ranade , Road Safety Management, ICFAI University
- Vijay Vinayak Revankar, Road Safety – Vimleshwar Automobile Industry and Road Safety Community Forum

MOOCs:

Alison

Course Plan

Unit	Contents
1	**Introduction to Road Safety Management:** Importance and need of road safety management.
2	**Management of Traffic and Traffic Rules:** Use of traffic signals, signs by hand, knowledge/applications of automatic signals, parking rules, driving around, Traffic islands ,traffic joints, subways and flyovers. Signs of roads: meaning of yellow, green and red lights, zebra crossings, bus stops, use of road by physically disadvantaged persons, elderly persons, women and children, special right of way for ambulance, firefighting vehicles, school bus and V.I.P vehicles.
3	**Management of Road Mishaps and Accidents:** First aid to accident victims- First aid techniques, co-ordination with hospitals and other health centres for emergency treatment of accident victims, role of Insurance companies in providing relief to accidents victims, Management of Ambulance Services, Importance of voluntary blood donation in saving accident victims,Rehabilitation of persons affected by accidents. Qualities of a good Driver: Good health, tolerance, responsibility, knowledge of rules and laws, self confidence, politeness, familiarity with the vehicle and its maintenance requirements, self discipline.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
508	Event Management	2L-0T-0P=2C	2018

Course Objective:

The basic purpose and spirit of this course is to expose the students to hands- on experience of event management.

Expected Outcome :

The students are oriented to event management in order to strengthen their skills of planning, organizing and other such management functional skills.

Reference Books :

- S. R. Singh, Event Management, HPH.
- Alex Genadelik, Event Planning: Management & Marketing For Successful Events: Become an event planning pro & create a successful event series

Online Resources:

https://blog.komodoplatform.com/notes-on-social-media-and-community-management-for-blockchain-cryptocurrency-and-ico-projects-4d0f328bdfb3

MOOCs:

Alison

Course Plan

Unit	Contents
1	**Introduction to Event Management:** The concept of event. need and importance of events.
2	**Types of Events :** Different types of event in Corporates, Social Programmes and Private Programmes. Following units are entirely based on practice part of the event management
3	**Assessment of Events :** Post event assessment of any 05 programmes A student or a group of 03 students shall be assigned the event which has taken place in near past at any place and they shall make an inquiry into its success and effectiveness by rating them on the basis of appropriate parameters and shall submit the assignment to the respective teacher .

	Preparation of Learning Value report : A student shall prepare a report on what he learnt from the events and submit it to the concerned teacher. The report shall include mainly the description of occasion, the person involved and what guiding principles they have received from them.

SEMESTER VI

Course Number	Course Name	L-T-P- Credits	Year of Introduction
601	Data Warehousing And Data Mining	3L-1T-0P= 4C	2018

Course Objective :

- To introduce the basic concepts of Data Warehouse and Data Mining techniques.
- Examine the types of the data to be mined and apply preprocessing methods on raw data.
- Discover interesting patterns, analyse and estimate the accuracy of the algorithms.

Expected Outcome : At the end of this course, student should be able to understand

- Process raw data to make it suitable for various data mining algorithms.
- Discover and measure interesting patterns from different kinds of databases.
- Apply the techniques of clustering, classification, association finding, feature selection and visualization to real world data.

References (Books, Websites etc) :

- Jiawei Han and Micheline Kamber , "Data Mining Concepts and Techniques" ELSEVIER
- M.Humphires, M.Hawkins, M.Dy,"Data Warehousing: Architecture and Implementation", Pearson Education
- Kargupta, Joshi., "Data Mining: Next Generation Challenges and Future Directions", Prentice Hall of India

Suggested MOOC:

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to Data warehousing:** Data Warehousing, Difference between operational database system and data warehouse, Data Warehouse Users, Benefits of Data Warehousing, Metadata, Classification of Metadata, and Importance of Metadata. Data Marts, Reasons for creating Data Marts, Building Data Marts:

	Top down Approach & Bottom up Approach, Data Warehouse Architecture, Two Tier Architecture, Three Tier Architecture. Data Warehouse Schema, Star, Snow Flake & Fact Constellation Schema. OLAP, Need for OLAP, OLAP Operations, OLAP Models.
2	**Data Preprocessing:** Need, Objectives and Techniques, Descriptive data summarization, Data Cleaning, Data Integration, Data Transformation, Data Reduction.
3	**Introduction to Data Mining:** Introduction, Need for Data Mining, KDD Process, Data Mining Architecture, Data Mining Functionalities, Data Mining Task Primitives, Integration of a Data Mining System with a Database or Data Warehouse System
4	**Mining Frequent Items and Associations:** Frequent Item Set, Closed Item Set, Association Rule Mining, Market Basket Analysis, Classification of Association Rules, Apriori Algorithm
5	**Classification and Prediction:** Classification & Prediction, Issues regarding classification & Prediction, Comparing Classification Methods, Classification by Decision Tree Induction
6	**Clustering:** Introduction, Cluster Analysis, Need, Categorization of Major clustering methods. Types of Data in Cluster Analysis, Partitioning Methods: K-Means Method, K-Mediods Method, Applications of data mining in various sectors

Course Number	Course Name	L-T-P- Credits	Year of Introduction
602	Web Programming	3L-1T- 0P= 4C	2018-19

Course Objective :

To make students able to design, develop the various types of web based applications.

Expected Outcome :

By using JavaScript, PHP and My SQL, at the end of the course student should be able to :

- Design web pages
- Knowledge about different types of web sites
- Navigation amongst web pages
- Knowledge about presenting information on web interfaces

References (Books, Websites etc) :

- PHP and MySQL Web Development by Welling Thomson Fourth Edition, Pearson publication
- Teach Yourself PHP, MySQL and Apache by Julie C. Meloni Pearson publication

Suggested MOOC :

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents
1	**Introduction To PHP:** Installing and configuring PHP, Building blocks of PHP:PHP tags, variables, data types, operators, expressions, constants, Control Structures: conditional statements, loops, switch statement
2	**Working With Functions And Arrays:** Working with functions: What is a function? Function declaration and definition, Calling function, user defined functions, variable scope, working with arrays: Creating, sorting and reordering arrays, PHP classes.
3	**String Manipulation:** Working with strings, dates and time: Formatting, investigating and manipulating strings with PHP, using date and time functions in PHP, working with forms: Creating a simple input form.

	File Handling: Saving data, storing and retrieving Bob's order, processing files, opening file, writing to a file, closing a file, reading from a file, uses other useful file functions.
4	**Working With Cookies And Sessions :** Working with cookies: Introducing cookies, setting and deleting cookies with PHP Working with session: starting a session, working with session variables, passing session IDs in the query string, destroying sessions and unsetting variables, using sessions
5	**MYSQL :** Creating web database: Using MySQL monitor, logging into MySQL, creating databases and users, setting users and privileges, column data types Working with MySQL database: Inserting data into database, retrieving data from the database, retrieving data with specific criteria, retrieving data from multiple tables, retrieving data in particular order, grouping and aggregate data, using sub queries, updating records, deleting records from databases, dropping table and database.
6	**Accessing MYSQL Database From Web With PHP :** Web database architecture, Querying database from the web: checking and filtering input data, setting up connection, Choosing database to use, querying database, retrieving the query result, disconnecting from the database.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
603	Software Project Management	3L-1T-0P= 4C	2018-19

Course Objective :

To provide basic project management skills with a strong emphasis on issues and problems associated with delivering successful IT projects. The course is designed to provide an understanding of the particular issues encountered in handling IT projects and to offer students methods, techniques and 'hands-on' experience in dealing with them.

Expected Outcome :

At the end of this course, student should be able to understand

- Understand and practice the process of project management and its application in delivering successful IT projects;
- Evaluate a project to develop the scope of work, provide accurate cost estimates and to plan the various activities;
- Identify the resources required for a project and to produce a work plan and resource schedule.

References (Books, Websites etc) :

- Information Technology Project Management: Kathy schwalbe, International student edition, THOMSON course Technology, 2003.
- B)Software project management : Bob Hughes and Mike Cottrell, Third edition, Tata McGraw-Hill
- Microsoft office Project 2003 Bible: Elaine Marmel, Wiley publishing Inc.
- **Software Requirement:** Microsoft project Tool.

Suggested MOOC:

Please refer these websites for MOOCS:

NPTEL / Swayam

www. edx.com

www.coursera.com

Course Plan

Unit	Contents
1	**Introduction to project management:** Project, project management, Importance, characteristics of project how software projects are diff. than other projects, Problems with software projects, Phases: Initiation phase, planning phase, execution phase, monitoring and controlling phase, and closing phase. All parties

	involved in project, Role of Project Manager, Project management framework, Software tool for project management
2	**Project planning:** Integration management: What is integration management, plan development and execution, What is scope management, methods for selecting project, scope statement, Work Breakdown Structure, main steps in Project planning: identify project scope and objective, identify project infrastructure, analyze project characteristics, identify project products and activities, estimate effort for each activity, identify risk activity, allocate resources, review plan, execute plan. Use of software (Microsoft Project) to assist in project planning activities.
3	**Project scheduling:** Time management: importance of Project schedules, schedules and activities, sequencing and scheduling activities, Network Planning models, duration estimation and schedule development, Critical path analysis, PERT, Use of software(Microsoft project) to assist in project scheduling.
4	**Project cost management:** Importance and principles of project cost management, Resource planning, Attributes to be considered in cost estimation, factors affecting the cost, various costs involved in it. Traditional method: Estimation by analogy, Expert judgment, Parkinson, price to win, top down, bottom up. COCOMO Model, Function point analysis, Function point analysis, Cost control, Use of software(Microsoft project) to assist in cost management.
5	**Project quality management:** Quality of information technology project, Stages of software quality management, PMBOK, Quality standards, Tools and techniques for quality control.
6	**Project risk management:** The importance, Top risk in projects, Common sources of risk in IT projects, elements in risk mgt., Risk identification, Risk quantification, Risk response development and control, using software to assist in project risk management.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
604	Business Analytics	3L-1T-0P=4C	2018-19

Course Objective :

- To gain an understanding of how decision makers use business analytics to formulate and solve business problems and to support Information System based decision making.
- To become familiar with the processes needed to develop, report, and analyze business data

Expected Outcome :

At the end of this course, student should be able to understand

- Identify and prioritize information & data modelling.
- Identify and prioritize threats to information assets.
- Define an Geographical information system.
- Understand various types of Analytics and its significance.
- Understand text & web mining
- Applications of business analytics

References (Books, Websites etc) :

1. Efraim Turban, Ramesh Sharda : Decision Support and Business Intelligence systems : PHI 8th Edition

Suggested MOOC :

NPTEL, SWYAM

Course Plan

Unit	Contents
1	**Business Analytics & Data Visualization:** Business Analytics (BA), Overview of Areas where Business Analytics is applied, OLAP, Reports & Queries, Multidimensionality, Advanced Business Analytics, Data Visualization, Geographical Information system, Real time Business Intelligence Automated Decision support, and Competitive Intelligence, BA & Web, Usage benefits & success
2	**Visualization and Data Issues:** Organization of Source of Data, Importance of Data Quality, Dealing with Missing or incomplete data, data classification, Introduction to Data Mining, Data mining process, data mining tools XL MINER.
3	**Data, Text & Web Mining :** Data Mining concepts & applications, Data Mining Techniques & Tools, Data Mining Project Processes, Text Mining, Web Mining

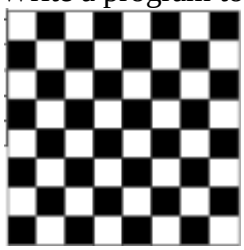
4	**Applications of Business Analytics :** Risk - Fraud Detection and Prediction, Recovery Management, Loss Risk Forecasting, Risk Profiling, Portfolio Stress Testing, Market share estimation and Sensitivity Analysis
5	Loyalty Analytics, Customer Life Time Value, Propensity Analytics, Churn Analytics, Customer Analytics Customer Segmentation, Cross- Sell or Up sell Models
6	Recruitment Analytics, Compensation Analytics, Talent Analytics, Training Analytics, Human Resource Retention Analytics, Workforce Analytics Project Work

Course Number	Course Name	L-T-P- Credits	Year of Introduction
606	Lab on Web Programming	0L-0T-4P=2C	2018-19

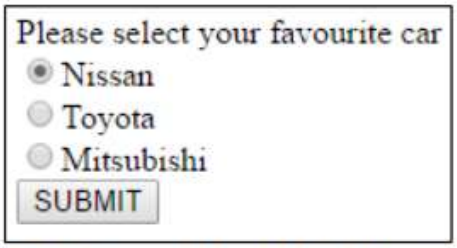
1. Write a Program for finding the biggest number in an array without using any array functions.
2. Write a program to square of a number.
3. Write a program to print Factorial of any number.
4. Write a program in PHP to print Fibonacci series.
5. Write a program to find whether a number is Armstrong or not.
6. Write a program to find HCF of two numbers
7. Write a program to demonstrate four built in functions.
8. Program to print the below format

```
* * * * * * * * * * * * * *
* * * * * * * * * * * * *
* * * * * * * * * * *
* * * * * * * * *
* * * * * * *
* * * * *
* * *
*
```

9. Write a program to make a chess:



10. Create the following form and based on the user selection print a message in the format given below:



Your favourite car is: Nissan

11. Write a PHP script to accept personal details of student (rno, name, class) on first page. On second page accept marks of six subjects (out of100). On third page print marklist (rno, name, class, marks, total, percentage)

12. Write a PHP file that will output a form containing 2 fields: username and password. Upon submission of the form, the code should check against the database to see whether the username-password pair was correct. If so, display a welcome message. If not, display the message "Invalid username or password" followed by the same login form.

13. Write a PHP file that can be added to other PHP files using the include or require functions. This file should:

a. Make a connection to a MySQL database, and log in with valid credentials. The connection resource should be stored in a variable with an appropriate name.
b. Create a database TEST if it does not exist.
c. Select the TEST database.
d. Create a table USER exerciseusers if it does not exist with the following fields:
    i. USERNAME VARCHAR(100) , PASSWORD_HASH CHAR(40), PHONE VARCHAR(10)
e. The USERNAME field should be designated as UNIQUE.
f. If any of these operations cause an error, stopexecution and print the error message

14. Design a web page that accepts inputs(username and password) and authenticate the username and password from a given database using PHP.

Note : Similar experiments can be designed.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
607	Major Project	2 Credits	2018-19

Course Objective :

Student has to complete a Major project work under the guidance of the faculty member in the institute. Students has to develop any software using Web Development / Dot Net Framework in a group of 2 to 3. Each team has to give 4 minimum PPT presentation to the Project Guide during the semester. Final project viva will be conducted as per University Time Table.

Course Number	Course Name	L-T-P- Credits	Year of Introduction
608	Business Ethics	2L-0T-0P=2C	2018

Course Objective:

The objective of this paper is to make the students more clear about the importance of ethics in business and practices of good corporate governance. It also talks about the corporate social responsibility

Expected Outcome :

This course exposes the student to the issues of values and ethics in management so that decision making and decision execution are undertaken in a human manner, as this will add to the flexibility and dynamism of the corporate culture.

The course will take the student from managerial ethics to organizational ethics and business sustainability.

Reference Books :

- Management by Values; Chakraborty S.K.; OxfordUniversity Press, Kolkata 2005.
- Professional Ethics by R. Subramanian, Second Edition, OXFORD
- Theory and Practice of Managerial Ethics; Jayashree S. Sadri S. and Dastoor D.S.; Jaico , Mumbai.
- New Mantras in Corporate Corridors, Sharma Subash New age International Publishers, New Delhi 2007.
- Business Ethics and Corporate Governance (towards excellence and sustainability); Sadri S., Jayashree. Himalaya Publishing Co. Mumbai 2011.
- Managing from the Heart: Unfolding spirit in people and organization; Wakalu, Arun: Response Books, New Delhi
- Manuel G Velasquez : Business ethics- concepts and cases Pearson.
- Bhanumurthy K V: Ethics and Social Responsibility of Business, Pearson Education India.

Online Resources:

https://managementhelp.org/businessethics/index.htm\

MOOCs:

https://www.edx.org/learn/business-ethics

Course Plan

Unit	Contents
1	Ethics – Meaning, and Nature of Ethics. Types of Ethics, Importance of Ethics. Business Ethics : Meaning, Nature and Importance of ethics in business, meaning of corporate social responsibility, Relation between corporate responsibility & Business Ethics.

2	Concept of Morals, Values, Beliefs; Moral issues in business, Spirituality and Ethics; Influence of Major religions on ethics: Hinduism, Islam, Christianity, Buddhism, Sikhism, and Zoroastrianism. Influence of spirituality on ethics.
3	Relationship between Business, Business Ethics & Business Development, Role of Business ethics in building a good society. Case Studies on Business Ethics

Course Number	Course Name	L-T-P- Credits	Year of Introduction
608	Basics of Hospitality Management	2L-0T-0P=2C	2018

Course Objective:

- Recognize scope and career in the hospitality industry.
- 2. Identify the major segments and specialization of the industry and their operations.

Reference Books :

- Introduction to Hospitality Management, John R. Walker ,Pearson
- Food and Beverage Service, D.R. Lillicrap,John A. Cousins & Suzanne Weekes, Book Power.
- Food and Beverage Management, Bernard Davis , Sally Stone, Butterworth Heineman Ltd.
- Hotel House Keeping and Management, Raghubalan, Oxford University Press.
- Managing Front Office Operations, Michael Kasavanna, Richard Brooks , Charles Steadmon, AH&LA.

Online Resources:

www/youtube.com

MOOCs:

https://www.ifitt.org/hospitality-and-tourismmoocs/

Course Plan

Unit	Contents
1	**Introduction to the Hospitality Industry:** a. History and scope of the hospitality industry. b. Economic impact of the hospitality and tourism industries. c. Careers in the industry. d. Link between hospitality and travel and tourism. e. Major segments and specialization of the industry. f. medical tourism
2	**Recreation/Travel and Tourism:** a. Operation of recreational facilities such as resorts, spas, theme parks, and clubs. b. Meetings, conventions, exhibitions, banquets, and other events. c. Travel agencies and concierge desks.

	d. Gaming entertainment industry.		
3	**Operations:** a. Leadership and management in the industry. b. Hospitality marketing. c. Human resources and risk management and safety procedures.		
Course Number	**Course Name**	**L-T-P- Credits**	**Year of Introduction**
608	Aptitude	2L-0T-0P=2C	2018
The objective of this paper is to increase the capabilities of the student required by the industry. As per the need of the industry, the students will be trained in the latest Mathematical, Statistical,Logical, Vebal Ability, Current Trends in IT etc by the industry experts.			

ELECTIVES:

Elective Group: (I) Information Security

Course Number	**Course Name**	**L-T-P- Credits**	**Year of Introduction**
505-1-A	Information Security Concepts	3L+1T+0P=4C	2018

Course Objective:

Introduce the learner to concepts involved in Information Security domain

Expected Outcome :

Theoretical understanding of Information Security Concepts

References (Books, Websites etc) :

CEH Study Guide - Sybex

Suggested MOOC :

SWAYAM

Syllabus

Unit	Contents
1	**Information Security Concepts:** Confidentiality, Integrity and Availability of Information, Identification, Authentication and Authorization, Security Principles and Models
2	**Physical Security:** Facility Requirement, Perimeter Security, Fire Protection, Fire Suppression, Power Protection, General Environmental Protection, Equipment Failure Protection
3	**Network Security:** Secure Network design, Firewalls, WLAN Security, VPNs, Types and Sources of Network Threats

4	**Operating System Security:** Windows, Linux/UNIX
5	**Database Security:** MS SQL
6	**Web Application Security:** Web Application Vulnerabilities, Secure Coding Techniques, Continuous Security Testing and Assessments
7	**Compliance Standards :** IT Act, ISO 27001, ITIL Framework

Elective Group (I) Information Security

Course Number	**Course Name**	**L-T-P- Credits**	**Year of Introduction**
605-1-B	Information Security Administration	3L+1T+0P=4C	2018
Course Objective: Introduce the learner to concepts involving security administration			
Expected Outcome : Practical understanding of setting, managing and securing Information Systems			
References (Books, Websites etc) :			

Red Hat Linux Bible: Fedora and Enterprise Edition - by Christopher Negus	
Suggested MOOC : SWAYAM	
Syllabus	
Unit	**Contents**
1	**Setup a Client:** Introduction to client-side devices, Setup, Manage and Secure a Desktop PC Setup, Manage and Secure a Mobile Device
2	**Setup a LAN:** Introduction to LAN devices, Simulate a LAN, Setup, Manage and Secure a Local Area Network
3	**Connect a LAN to the Internet:** Introduction to WAN devices, Setup, Manage and Secure a Connection to the Internet
4	**Share an Internet Connection across a LAN:** Introduction to Internet Connection sharing, Introduction to NAT and PAT Setup, Manage and Secure a Proxy Server
5	**Share resources over a LAN:** Setup, Manage and Secure a Print Server, Setup, Manage and Secure a File server
6	**Host a Website:** Introduction to website hosting, Setup, Manage and Secure a Web Server
7	**Setup support servers:** Setup, Manage and Secure a Mail Server, Setup, Manage and Secure a FTP Server, Setup, Manage and Secure a Boot Server, Setup, Manage and Secure a DNS Server

Elective Group II- Big Data

Course Number	Course Name	L-T-P- Credits	Year of Introduction
505-2-A	Introduction to Big Data	3L-1T-0P= 4C	2018

Course Objective :

To introduce learner with Big Data Concept, decision making by doing analysis on the data and managing the data using Big Data Tools like Apache Hadoop, Pig and Hive. What are the problems of Big Data and how it can be solved by different tools.

Pre-requisites: Preliminary knowledge of computer, Data Mining, Data Warehousing Concepts.

Expected Outcome :

- Good knowledge of Big Data Concepts
- Knowledge of Decision making using analysis on the Big Data
- Introduction to Big data Tools like Hadoop and Weka.

Reference Books :

1. Big Data- Understanding How Big Data Power Big Business –By Bill Schmarzo

2. Edureka lectures **Link:-** https://www.youtube.com/watch?v=A02SRdyoshM

Course Plan

Unit	Contents
1	**Introduction:** Big Data History, The Big Data Business Opportunity- Business Transformation Imperative, Big Data Business Model, Business Impact of Big Data
2	**Big Data In Organization:** Data Analytics Lifecycle, **Data Scientist Roles and Responsibilities** – Discovery, Data Preparation, Model Planning, Model Building, Communicate Results, Operationalize, New Organizational Roles, Liberating Organizational Creativity.
3	**Decision Theory And Strategy:**

	Business Intelligence Challenge, Big Data User Interface Ramifications, Human Challenge of Decision Making, **Strategy for Decision Making**- Big Data Strategy Document, Case Study.
4	**Value Creation Process:** Understanding Big Data Value Creation, Value Creation Drivers, **Michael Porter's Value Creation Models**- Michael Porter's Five Forces Analysis, Michael Porter's Value Chain Analysis, Case Study.
5	**Big Data User Experience:** The Unintelligent User Experience, Understanding the Key Decisions to Build a Relevant User Experience, Using Big Data Analytics to Improve Customer Engagement, Uncovering and Leveraging Customer Insights, Big Data can Power a New Customer Experience.
6	**Big Data Use Cases:** **The Big Data Envisioning Process** –1. Research Business Intiatives, 2. Acquire and Analyze your Data, 3. Brainstorm New Ideas , 4. Prioritize Big Data Use Cases, 5. Document Next Steps, The Prioritization Process.
7	**Big Data Architecture:** New Big Data Architecture, **Introducing Big Data Technologies** – Apache Hadoop, MapReduce, R, WEKA etc.

Elective Group II Big Data

Course Number	Course Name	L-T-P- Credits	Year of Introduction
605-2-B	HADOOP	3L-1T-0P= 4C	2018

Course Objective :

To introduce learner with HADOOP Tool for Business Intelligence, decision making by doing analysis on the data using HADOOP Tool and also managing the Big Data using HADOOP.

Pre-requisites: Preliminary knowledge of computer, Big Data Analysis and Business Intelligence. Also students must know Core Java, C Programming and Data Structure Languages.

Expected Outcome :

- Good knowledge of HADOOP Tool.
- Knowledge of Decision making using HADOOP analysis on the Big Data
- Hands-on Big Data tools- Hadoop, Pig, Hive, HBase

Reference Books :

1. Big Data- Understanding How Big Data Power Big Business –By Bill Schmarzo

2. www.tutorialspoint.com

Course Plan

Unit	Contents
1	**BIG DATA Overview** : What is Big Data?, What Comes Under Big Data?, Benefits of Big Data, Big Data Technologies Operational vs. Analytical Systems, Big Data Challenges.
2	**Introduction To HADOOP**: Hadoop Architecture, MapReduce, Hadoop Distributed File System, How Does Hadoop Work?, Advantages of Hadoop.
3	**HDFS Overview:** Features of HDFS, HDFS Architecture, Starting HDFS, Listing Files in HDFS, Inserting Data into HDFS, Retrieving Data from HDFS, Shutting Down the HDFS.

4	**MAPREDUCE:** What is MapReduce?, The Algorithm for MapReduce, Inputs and Outputs (Java a Perspective), Analyze different use-cases where MapReduce is used, Differentiate between traditional way and MapReduce way.
5	**Introduction To Hadoop Features:** New Big Data Architecture, Introducing HADOOP Features – Apache Hive, Apache HBase, Pig.
6	**Multi Node Cluster:** Multi Node Cluster, Install Java, Creating User Account, Mapping the Nodes, Installing Hadoop, Configuring Hadoop, Start Hadoop Services, Adding New Data Node in the Hadoop Cluster, Removing New Data Node from the Hadoop Cluster.
7	**Environment Setup:** Pre-installation Setup, Installing Java Downloading Hadoop Hadoop Operation Modes Installing Hadoop in Standalone Mode Installing Hadoop in Pseudo Distributed Mode Verifying Hadoop Installation, Implement basic Hadoop commands on terminal.

Elective Group: (III) Information Systems

Course Number	Course Name	L-T-P- Credits	Year of Introduction
505-3-1	E-Commerce	3L-1T-0P-4C	2018-19

Course Objective :

- To thoroughly understand the information technology for supporting E-commerce;
- To understand the necessary infrastructure and functional components to develop Ecommerce systems;
- To understand the design and application of E-commerce systems.

Expected Outcome :

Upon successful completion of the course students will be able to:
• Recognize the impact of Information and Communication technologies, especially of the Internet in business operations
• Recognize the fundamental principles of e-Business and e-Commerce
• Use tools and services of the internet in the development of a virtual e-commerce site

References :

- E-commerce - C.S.V. Murthy, Himalaya Publishing House
- E-commerce A Managerial Perspective - P.T. Joseph, Prentice Hall Of India
- Frontiers of Electronics Commerce - Kalakota and Whinston, Pearson Education

Suggested MOOC :

Swayam

Course Plan

Unit	Contents
1	**Introduction to E-Commerce:** Definition, E-commerce fundamentals, different types of E-commerce E-Commerce Infrastructure - The Internet and World Wide Web, Web system, Internet basics, Characteristics of Internet, Components of Internet – Uniform Resource Locators, Internet Protocol, Hypertext Transfer Protocol (HTTP), Internet Service Provider (ISP), Types of ISP, domain name, domain name types E-commerce vs Traditional Commerce, Networking Categories, Mobile Commerce
2	**Business Models for e-commerce:** Business-to-Consumer (B2C), Consumer-to-Consumer (C2C), Business-to-Business(B2B) **Electronic Data Interchange** Requirement of EDI, types of EDI, Advantages and Disadvantages of EDI
3	**E-commerce Payment System:** Limitations of traditional payment system, requirement of e-payment system, Internet payment systems - Credit card payment (e.g., SET protocol), E-cash, E-check, smart card, Electronic Funds Transfer, Digital Token Based E-Payment Systems, Modern Payment Systems, Steps for Electronic Payment, Payment Security, Net Banking
4	**Applications of E-Commerce:**

	E-commerce in banking, retailing, online publishing, online marketing, e-advertising, e-branding.
5	**E-commerce Security:** Security issues, Privacy issues, Computer Security, security threats, security tools, Denial-of-Service attacks, Viruses, Unauthorized access to a computer network, Vulnerability of Internet Sites requirements, malicious code, intruders, attacking methods, Cryptography- encryption and decryption, public key encryption, private key cryptography, message digest, digital signature, digital certificate, firewalls, SSL. Firewall – Packet filtering, Application gateways.
6	**Implementation of E-Commerce:** WWW.EBAY.COM - B2C Website – Registration, Growth of eBay, PayPal – New Trend in Making Payments Online, National Electronic Funds Transfer.

Elective Group: (III) Information Systems

Course Number	Course Name	L-T-P- Credits	Year of Introduction
605-3-B	Knowledge Management	3L+1T+0P=4C	2018

Course Objective:

The objective of the course is to provide the basic skills of managing knowledge in organizations. Knowledge is an asset for retaining the competitive advantage of the organization. This course develops the capabilities of towards managing students to manage knowledge in organizations.

Pre-requisites:

Knowledge about Information System and MIS with Implementation of MIS

Expected Outcome :

After going through this course a student should be able to understand :

- Will be able to understand the concepts of Knowledge and knowledge management .
- Can be able to design and develop Knowledge management systems for Business applications .
- Implementation of KM to various areas of Interest in Business Organizations .

References (Books, Websites etc.):

1. Madhukar Shukla:Competing Through Knowledge-Building a learning Organisation(Responsce Books, New Delhi.

2. Tiwana, The Knowledge Management Toolkit: Practical Techniques for building a Knowledge Management Systmes, 2/e, Pearson Edu.

3. Honey Cutt : “Knowledge Management Strategies”, PHI, New Delhi.

4. A wad, KM, Pearson Edn, 2007.

5. Barnes, Knowledge Management Systems, 1/e, Thomson 2006.

6. Ikudiro Nonka & Hirotaka Takeuchi, “ The Knowledge – Creating Company”, Oxford University Press,

London.

Suggested MOOC:

Please refer these websites for MOOC's:

NPTEL / Swayam

www.edx.com

www.coursera.com

Syllabus

Unit	Contents
1	**Introduction:** Definition, Scope and Significance of Knowledge Management , Difficulties of Knowledge Management, Techniques of KM – Implementation of KM, Organizational knowledge, Characteristics and Components of Organizational Knowledge
2	**Drivers of knowledge Management:** Pillars of knowledge Management, KM framework , Supply Chain of KM , Formulation of KM strategy.
3	**Technology and KM:** Technology components of KM – IT & KM , Ecommerce and KM
4	**Total Quality Management and KM:** TQM and KM , Bench marking and KM.
5	**Implementation of KM:** Discussion on Roadblocks to success, Implementing a KM programme , Critical Success Factors in KM , Implementation of KM
6	**KM and Organizational Restructuring:** The Mystique of Learning, Organization:- Outcomes of learning, Learning and Change – Innovation, continuous Improvements, Corporate Transformation.

7	**Case studies in Knowledge Management** Knowledge management in Health Care, Knowledge Management in Human Resource Management

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(Deemed to be University), Pune

Accredited with 'A+' Grade (2017) by NAAC
Category - I University Status by UGC
'A' Grade University Status by MHRD, Govt. of India

SCHOOL OF DISTANCE EDUCATION

ENGLISH S1 – II
(INDIAN ENGLISH LITERATURE – II)

SELF LEARNING MATERIAL
SLM

S.Y.B.A. SEM IV (A412)

CONTENTS

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2	**II) Poetry: Poems Prescribed: *Indian English Poems:* by Shirish Chindhade** **Nissim Ezekiel:** 1. 'Goodbye Party for Miss Pushpa T. S.' 2. 'Night of the Scorpion' **K. Ramanujan:** 3. 'Looking for a Cousin on a Swing' 4. 'A River' **Kamala Das :** 5. 'My Grandmother's House' **Dilip Chitre :** 6. 'Father Returning Home' 7. 'The Felling of the Banyan Tree'	11-23 24-34 35-40 41-51
3	**III) Indian English Drama** History of Indian English Drama Text prescribed: ***Silence, the Court is in Session*** by Vijay Tendulkar	52-61 62-77

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BRIEF HISTORY OF INDIAN ENGLISH POETRY

Contents

1.1 Objectives

1.2 Introduction

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1.9 References for Further Reading

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Objectives

After studying this Unit, you will be able to:

1) distinguish different forms of poetry
2) understand the history and development of Indian English Poetry
3) understand the contribution of major Indian English poets
4) enjoy and explain poems independently
5) know the figures of speech and language patterns used in the different forms of poetry

Introduction

Indian English poetry has achieved a significant position in the world of Indian English Literature as compared to that of novel, drama, short stories and other areas of writing. The early Indian English poetry followed the Romantic and Victorian manners. It also and followed the western tradition. The latter poetry underwent much experimentation. The late nineteenth-century poetry, the early twentieth-century poetry, the poetry after independence and modern Indian English poetry are the main stages in the development of Indian English poetry. All these stages made a variety of experiments in the form, content and the use of Indian English language. These poets of the different stages underwent the conflict between tradition and modernity at various levels. There is no doubt that poetry is the oldest form of Indian English literature.

The introduction of English as a language for producing literature in India observed three phases of development. The first was the beginning phase where the early pioneer from 1850 to 1900 like Henry Derozio, Michael Madusudan Dutt, Toru Dutt, B.M.Malahari, S.C.Dutt and R.C.Dutt paved a way for poetry and its followers. These early poets offered new direction to Indian poetry in English. Though their poetry was imitative by nature, they attempted to represent Indian history along with its myths and legends. Followed by these early imitative poets, the nationalist poetry came with Rabindranath Tagore, Toru Dutt, Sarojini Naidu, Swami Vivekananda and Sri Aurbindo. These poets attempted to probe the cultural inheritance of Indian. They attempted to project the Indian landscapes, Indian moods, Indian fancies and Indian dreams with the help of their literature. It was Tagore who attempted to make English as an instrument to express Indian sense and sensibilities. This tradition was followed by the next generation of poets, modern poets, like Nissim Ezekiel, A. K. Ramanujan, R. Parathasarthy, K. N. Daruwalla, Jayanta Mahapatra, Kamala Das, Gauri Deshpande and many others. These modern poets have thoroughly represented India represent Indianness, the deep-rooted in India.

Brief History of Indian English Poetry

The Text: I

Poetry is defined as an expression of human life. The beginning of Indian poetry takes us to the history of the last 150 years where the poetry observed typical phases of imitation and experiments. However, early poetry can be traced in the period 1850 to 1900. The main source of inspiration was the British poetry where the romantic poets like Wordsworth, Scott, Shelley, Keats or Byron dominated the phase.

The Indian poetry as such can be traced in the years from 1900 to 1947 where the consciousness of the Indian renaissance between nationalism and political changes can be easily traced out. The early phase of Indian poetry was dominated by poets like Derozio, Kasiprasad Ghose, Michael Madhusudan Dutt, Manmohan Ghose, and Toru Dutt. The pre-independent phase was followed with the romantic and creative poets like Rabindranath Tagore, Sarojini Naidu, Tagore, Aurobindo Ghose and Harindranth Chattopadhyaya. This phase of poetry was based on the Indian identity which was strongly affected by the nationalistic, philosophical and spiritual emotions. The post-independence poetry appeared strongly on the canvas of world literature. This phase is also known as the modern age of modern poetry. The birth of the national identity after independence gave Indian writers a new position and this new spirit activities them for experimental Indian English poetry. This developmental phase observed the themes from the Ramayana and the Mahabharata to the stories of today's Indian society, especially urban and middle-class societies.

These poets were the realistic one who experimented with the intellectual and critical endeavour. Most of them introduced themes related to human psychology and human psychoanalysis. Rest of them attempted to show the

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existential and realistic concerns where they attempted expression of thoughts using modern techniques. The use of stream of consciousness technique and association of ideas appeared for the first time in this phase of poetry. These poets rooted their poems in their regional cultures and languages and placed their poems rooted geographically, historically, socially or psychologically.

Many poets who have been written their poems in Indian English since the early 19th century. Their works have been widely circulated and read all over the world. Some of the significant Indian English poets in the historical course of Indian English Poetry are as follows:

Rabindranath Tagore

Rabindranath Tagore (1861- 1941) was one of the greatest writers in the history of Indian literature. Known by his pen name Bhanu Singha Thakur (Bhonita), or Gurudev (Kabiguru), Tagore was a polymath, a known poet, a creative musician, and a versatile artist. It was he who reshaped the Indian art in the late 19th and early 20th century. He started writing poetry in early age at eight and at sixteen he produced his first collection of poetry. The world knows him for his novels, stories and songs, however, he is known for his all-time hit collections entitled Gitanjali, Gora and Ghare-Baire. India is also proud of him for his everlasting composition of the Indian national anthem Jana Gana Mana.

Rabindranath Tagore won the Nobel Prize for Literature in 1913. He wrote in almost all literary genres. It was W.B.Yeats who made him known to the world, especially the western readers and was the first to gain a permanent place in the canon of world literature. His poems express intense romantic and mystic sensibilities and can be compared to those of William Wordsworth and William Blake for their mystic and romantic spirit. He employed a different poetic style and produced innovative and mature poetry. He mostly connected his poetical themes with divinity and nature and always seemed interested in introducing new poetic concepts.

Gitanjali is considered as his masterpiece and the other significant poems by him are Songs of Bhanusimha Thakur (1884), The Ideal One (1890), The Golden Boat (1894), Song Offerings (1910), Wreath of Songs (1914), The Fight of Cranes (1916), The Gardener, Fruit Gathering, Fugitive, and other poems.

Sarojini Naidu

Sarojini Naidu (1829 – 1949) was one of India's most famous female poets. Known as 'the Nightingale of India', Sarojini Naidu is known for her activities related to politics, civil rights, women atrocities and colonial rule. Born in a Bengali family in Hyderabad, she received good a education in India and abroad, entered Indian national politics and became an active member of the Indian National Congress becoming its President in 1925. She was the active member of Indian independence. She was the first lady to hold the office of the Governor. Her close association with the national figures like Rabindranath Tagore, Gopal

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Krishna Gokhale, Mahatma Gandhi and Annie Besant helped her to represent as an advocate against the British rule.

As a prominent Indian woman poet, Sarojini Naidu attempted to draw on the themes like the children's literature, patriotism and romance. Her famous poem In the Bazaars of Hyderabad (1912) describes the beauty of Hyderabadi Bazaars where the merchants, vendors, peddlers, goldsmiths, fruit-men and flower girls selling their goods, all of whom answer the questions of purchasers who buy their articles after detailed bargaining. Her first collection of poems The Golden Threshold was published in 1915 which was well applauded by the common reading public along with her The Bird of Time and other poems. Her other significant poems are: The Golden Threshold (1905), Songs of Life, Death & the Spring (1912), The Broken Wing: Songs of Love, Death and the Spring (1917), The Gift of India (1915), The Feather of the Dawn (1961), and The Indian Weavers (1971)

Nissim Ezekiel

Nissim Ezekiel (1924 to 2004) is an Indian poet born in a Jewish family. This versatile personality was the landmark figure in the field of Indian poetry in English. His poems integrate the complexities and anxieties of urban life and depict ordinary human situations and relationships. The role of religion, the clash of opposites in various forms and search for identity are his major concerns as a poet. Ezekiel's poetry is personal in tone and subjective in nature. His poetry is an attempt trying to explore the personal feelings of loss and deprivation. The first book to his credit was The Bad Day (1952) and the first volume of poetry The Deadly Man (1960). His other publications are The Exact Name, (1965) and The Damn Plays. Ezekiel is also considered as the father of Modern Indian English poetry and was honoured with the prestigious Sahitya Akademi Cultural Award (1983) and Padmashri (1988).

Ezekiels poetical collection Latter-Day Psalms is well acclaimed in the world of literature. He was applauded for the subtle and well-crafted diction that he used in his poems. He artistically included the feelings of a common man making his poetry realistic. He was the one who enriched the language of Indian English poetry. He attempted to establish the modernist innovations and techniques in Indian English literature. That is why the poetry of this phase and afterword is known as modern poetry. He elevated the Indian poetry from its being spiritual and oriental themes to the wider range of concerns and interests.

Some of his famous poems are: The Couple, Enterprise, A Time to Change, Philosophy, The Professor, Soap, Marriage, In the country Cott, The Paradise, Fly catcher, Night of the Scorpion, Goodbye Party for Miss Pushpa T.S., Entertainment, Background, Casually, and Poet, Lover and Birdwatcher

Jayanta Mahapatra

Jayanta Mahapatra (1928-) is an outstanding Indian poet of the post-independent India. He is the first to win Sahitya Akademi Award for English

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poetical works. His poems Indian Summer and Hunger explore intricate human relationships. His poetry volumes include Relationship, Bare Face and Shadow Space where he has placed his vivid imagery and landscapes of Orissa and its surroundings. His minute observations of life make his poetry appealing.

Mahapatra began his poems when he was in his forties with his publication of Svayamvara and Other Poems (1971). This collection was followed by his Close the Sky Ten by Ten. The other significant work, for which he is known all over the world, is his long poem Relationship (1981). His major compositions are in his regional language Odia and he has translated his regional Odia poems into English and published in the bi-monthly literary magazine Indian Literature. Some of his major collections and poems are Countermeasures (1973), Wings of the Past (1976), Song of Kubja and Other Poems (1981), I Can, But Why Should I Go (1994), Verticals of Life (1996), Tapaswini (1998), Discovery and other Poems (2001) and A Time of Rising (2003)

A.K. Ramaujan

Attipat Krishnaswamy Ramanujan, popularly known as A. K. Ramanuja is a famous Indian poet. He occupies an important place as a poet only because of his poems which revolve round the predicaments he faced. He was born in Mysore (India), received his early education there, and earned degrees at the University of Mysore and Deccan College in Pune and the Doctoral Degree from Indiana University. This bilingual poet exclusively wrote in English and Kannada. Ramanujan's poetry expresses 'an Indian sensibility sharpened and conditioned by western education' where he uses language, images, and varied themes effortlessly. His poems discuss themes such as alienation, human relation, hybridity and trans-culture. His publications are The Striders (1966), Selected Poems (1976), and Second Sight (1986). The Government of India honored him with the title Padmashri and posthumously he received the prestigious Sahitya Akademi Award for Collected Poems (1995).

His famous poem, Looking for a Cousin on a Swing describes an immature sensual encounter of the speaker with her cousin and her desire for the same after she becomes adult and mature. The other poem, A River, compares and contrasts the old poets with the new ones where both the poets are indifferent to human sorrows and sufferings. The poem presents the pictures based upon his observation of the river. His other significant works are The Interior Landscape: Love Poems from a Classical Tamil Anthology (1967), The Striders (1966), Relations (1971), Selected Poems (1976), Second Sight and The Collected Poems.

Kamala Das

Kamala Das (1934-2009) is also known as Madhavi Kutty or Kamala Surayya in the world of literature. She is the most famous female English-language poet in India. Her work displays a sensitive soul always in search of

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pure and intense love. Das is labelled as 'the confessional' or 'the feminist' poet, however, her poems prove that she is above all these labels and is universal.

The legacy of her father and mother helped her to establish herself in the field of literature. She also wrote in Malayalam language and is very famous for her regional short stories. She has written various journalistic articles on diverse topics including women's issues, child care and politics and remained the issue of hot debate for her treatment of female sexuality. She carried her love of writing from her mother. Her love of poetry began at an early age. At the age of 15, she married Madhav Das, who encouraged her writing interest, and she started writing and publishing both in English and in Malayalam.

Kamala Das's poetry collections include Summer in Calcutta (1965), The Descendants (1967), and The Old Playhouse, and Other Poems (1973). The other literary works to her credit are a novel Alphabet of Lust (1976), collection of short stories A Doll for the Child Prostitute (1977) and Padmavati the Harlot (1992). Kamala Das controversially converted herself to Islam in 1999 and renamed herself as Kamala Surayya. My Grandmother's House is her famous poem where she wraps herself with a sense of nostalgia and uprootedness.

Gieve Patel

Gieve Patel (1940-), an Indian poet, physician and activist in the 'Green Movement', depicts contemporary reality with humour and sense of irony in his works. Patel is noted for his ability to transform ordinary events into heart-stirring poems. He belongs to those groups of writers who deal with issues of the downtrodden and their search for identity. Moreover, his poems speak of a deep concern for nature. He attempted to expose human brutality towards nature. His concern for nature and green movement can be seen in his poems such as How Do You Withstand (1966), Body (1976) and Mirrored Mirroring (1991).

Gieve Patel has a keen sense of contemporary Indian art and conducted various workshops on poetry. He has also translated many poems from the seventeenth-century Gujarthi poet Akho into English. His significant poems are University, Poems (1966), How Do You Withstand, Body (1976), Mirrored, Mirroring (1991) and On Killing a Tree.

Check Your Progress: I

a) Complete the following sentences by choosing the correct alternative.

1 There is no doubt that ---------- is the oldest form of Indian English literature.

a) Poetry b) Short-story

c) Novel d) Drama

2 The beginning phase of Indian English Poetry, where the early pioneer paved a way for the poetry is ----------.

a) 1850 to 1900 b) 1750 to 1850

c) 1900 to 1950 d) 1875 to 1913

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3 Rabindranath Tagore, also known by a pen name ----------, was one of the greatest writers in the history of Indian literature.

a) Robin Hood b) Bhau Singh Ji

c) Bhanu Singha Thakur d) Raja Ji

4 Sarojini Naidu had a close association with the national figures who helped her to represent as an advocate against ----------.

a) Superstitious India b) the unjust rule

c) the British rule. d) Home Rule

5 Ezekiel received the prestigious Sahitya Academy Award for his poetry collection ----------.

a) Latter-Day Psalms b) Jumpo

c) The Damn Plays d) Night of the Scorpion

b) Write answers to the following questions in one word / one phrase / one sentence.

1. Who were the first generation of Indian English poets?
2. Who received the first Nobel Prize for Indian English Literature?
3. K.Ramanujan is a bilingual poet. Which is his regional language?
4. What type of a poet is Kamala Das?
5. Which movement dominate the poetry of Gieve Patel?

Summary

To sum up, the readers of Indian English Literature can claim that Indian English poetry has secured the highest place in the field of Indian English writings. This poetry was certainly greater in its early phase and its greatness can be seen in its developing stages. Indian English poetry ranges from personal emotions to universal values. This poetry has undergone many linguistic experiments along with experiments in the use of tone, rhyme and satire. There is no doubt that the early poetry derived its themes and contents from the cultural background of India including its racial traditions and the classical literature and epics such as The Ramayana, The Mahabharta, the myths and legends, and the regional and national history of the country. The early poets followed the Romantic and Victorian manners and also experienced a variety of experiments in the form, content and the use of Indian English language. The poets like Michael Madusudan Dutt, Toru Dutt, B.M.Malahari, S.C.Dutt and R.C.Dutt paved the way and for the poetry followers and Rabindranath Tagore, Toru Dutt, Sarojini Naidu, Sri Aurbindo and others followed the path with innovation and recreation. They, too, project the Indianness using English as an instrument to express Indian sense and sensibilities. The modern poets like Nissim Ezekiel, A. K. Ramanujan, R. Parathasarthy, K. N. Daruwalla, Arun Kolatkar, Gieve Patel,

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Jayanta Mahapatra, Kamala Das, Gauri Deshpande and many others followed this tradition and took Indian English poetry to new heights.

Glossary

modern	:	Modern Indian poetry in English can be defined as poetry written / published from 1947 onwards (the year India gained Independence from British rule), by poets of Indian origin, writing in the English language
nationalist	:	strongly identifying with nation, vigorously supporting interests, especially to the exclusion or detriment of the interests of other nations.
inheritance	:	a thing that is inherited
instrument	:	a tool or implement, especially one for precision work, a means of pursuing an aim
consciousness	:	the state of being aware of and responsive to one's surroundings.
dominated	:	power and influence over
canvas	:	a strong, coarse unbleached cloth made from hemp, flax, or a similar yarn, used to make items such as sails and tents and as a surface for oil painting
the Ramayana and the Mahabharata	:	the great epic stories of ancient India presenting the stories of *Prabhu* Ramchandra and the Pandavas and Kouravas
anthem	:	a solemn patriotic song officially adopted by a country as an expression of national identity
masterpiece	:	a work of outstanding artistry, skill, or workmanship
National Congress	:	a National Level Party constituted for a series of meetings for discussion between delegates, especially those from a political party constituted for the liberation movement of India
integrate	:	combine (one thing) with another to form a whole
anxieties	:	a feeling of worry, nervousness, or unease about something with an uncertain outcome
bilingual	:	speaking two languages fluently, a person fluent in two languages
sensual	:	relating to or involving gratification of the senses and physical, especially sexual, pleasure
confessional	:	an acknowledgement that one has done something shameful or embarrassing; a confession
feminist	:	a person who supports feminism.
nostalgia	:	a sentimental longing or wistful affection for a period in the past
uprooted	:	pull out of the ground, remove or destroy completely; eradicate
eco criticism		the study of literature and the environment from an interdisciplinary point of view, where literary texts illustrate environmental concerns
Green Movement		emerging movement that stresses environmentally friendly practices and initiatives in transport, construction, law and more

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Answers to check your Progress

Part I

a) Complete the following sentences by choosing the correct alternative.

1 There is no doubt that Poetry is the oldest form of Indian English literature.

2 The beginning phase of Indian English Poetry, where the early pioneer paved a way for the poetry is 1850 to 1900.

3 Rabindranath Tagore, also known by a pen name Bhanu Singha Thakur, was one of the greatest writers in the history of Indian literature.

4 Sarojini Naidu had a close association with the national figures who helped her to represent as an advocate against the British rule.

5 Ezekiel received the prestigious Sahitya Academy Award for his poetry collection Latter-Day Psalms.

b) Write answers to the following questions in one word / one phrase / one sentence.

1. The poets like Derozio, Kasiprasad Ghose, Michael Madhusudan Dutt, Manmohan Ghose, and Toru Dutt are the first generation Indian English poets.
2. Rabindranath Tagore received the first Nobel Prize for Indian English Literature.
3. K.Ramanujan is a bilingual poet. His regional language is Kannada.
4. Kamala Das is 'the confessional', 'the feminist' type of poet.
5. The 'Green Movement' dominates the poetry of Gieve Patel.

Exercise

A) Write Short Notes on the following

1 The early Indian English poetry

2 Tagore as the classic Indian English poet

3 Nissim Ezekiel as the early trend setter of Indian poetry

4 A.K.Ramanujan as the poet of common sensibilities

5 Modern Indian English poetry

B) Answer the following questions in three to four sentences each:

1 Write a note on the origin and development of Indian English poetry.

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2 What is the importance of poetry in pre-independent India?

3 What is the significance of Rabindranath Tagore and S. Aurobindo in the making of Indian English poetry?

4 How would you define modern poetry?

5 Comment on the superiority of Indian English poetry

References for Further Reading

A) Read the following edited books where you can get more details of the history of Indian English Poems and Poets.

- R. Parthasarathy, Ten Twentieth-Century Indian Poets, Oxford University Press, 2001
- Mehrotra A.K., Twelve Modern Indian Poets, Oxford University Press, 2004
- Chindhade Shirish, Indian English Poems, Mehata Publishing House, 2008
- Sharma, I. K. New Indian English poetry, Jaipur, Book Enclave, 2004
- Verma, M.R. and Agarwal, K. A. Reflections on Indian English Literature (Ed) New Delhi, Atlantic Publishers & Distributors.
- Tilak, Raghukul: New Indian English Poets and Poetry. New Delhi. Rama Brothers

B) There are various audio-visual resources to study the history and development of Indian English literature in general and Indian English poetry in particular.

Vyas, is an educational channel dedicated to Higher Education under consortium for educational communication, New Delhi, India. Visit the following website to listen to a series of lectures by renowned professors on the given topic:

- https://www.youtube.com/watch?v=eUjcfxNqXe4

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NISSIM EZEKIEL
1. 'GOODBYE PARTY FOR MISS PUSHPA T. S.'
2. 'NIGHT OF THE SCORPION'

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1.12 Answers to Check Your Progress II
1.13 Exercise
1.14 References for Further Reading

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Objectives

After studying this Unit, you will be able to

1) able to define the importance of Nissim Ezekiel in Indian poetry
2) understand the importance of English language in Indian life
3) explain the significance of rural life as compared to that of city life
4) understand the superstitions in Indian life
5) understand a mother's love towards her children.

Introduction

Nissim Ezekiel is one of the early Indian poets in the English language. Born and brought up in Bombay (Mumbai) of the Jewish parents, he had his early schooling at Antonio D'Souza High School, Mumbai, college education at Wilson College, Mumbai and then London for his higher studies. Ezekiel tried his luck with different career options. He worked for journalism, then moved to advertise and broadcasting and finally enjoyed teaching and worked as the English Professor at Mumbai University. He also enjoyed the position of visiting professor for Leeds University. He also headed the English department of Mithibai College, Mumbai.

Ezekiel's poetry is personal in tone and subjective in nature. It is an attempt as a man and his mind trying to explore the personal feelings of loss and deprivation. The first book to his credit was The Bad Day (1952), the first volume of poems, The Deadly Man (1960) and his literary monthly Jumpo (1961). His other books and publications are The Exact Name, (1965), The Damn Plays, his translation of Jawaharlal Nehru poetry from English to Marathi (1976). Ezekiel is also considered as the father of Modern Indian English poetry and was honoured with the prestigious Padmashri Award (1988) and the Sahitya Akademi Cultural Award (1983).

Here, you are prescribed with two of his famous poems, Good Bye Party for Miss Pushpa T.S. and Night of the Scorpion. Both these poems are unique and are widely incorporated in the syllabi of Indian Education from school level to college level.

Goodbye Party for Miss Pushpa T. S., like other poems of Ezekiel, is a serious poem and little difficult to understand. He has used simple language but with sarcasm. We find him making gentle fun of these people who cannot speak English properly. The speaker in the poem is committing some common mistakes that we can find in the Indian English user. These mistakes are grammatical in nature. The constructional mistakes change the very tone of the poem. The grammar-translation method of speaking English of an Indian English speaker sounds very odd in English. The poem is in the form of a speech made by one of Miss Pushpa's friends and it is important to note the spirit in which the poem was written. The poem is known for its style and content and humorously presents two different things: the use of Indian English and the Indian English speakers. The speaker, rather the central character, is shown without having public speaking skills. It is a good observatory remark by Ezekiel who uses the particular language of many Indian English users, the English that deviates from standard English and is spoken by a large number of Indians.

We see Ezekiel's commitment to English as a poet. His realistic presentation and humour show how English is considered to be a mark of status in India. The speaker struggles with his English, he makes several mistakes that are humorous. The native speaker can understand it well. The expressions calling Miss Puspa "sweet" and saying that she is popular among the men and the women are great

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examples of Indian English. The tone of the poem is communicative in nature. The poem begins with the word 'Friends...' where the speaker starts his speech in gathering. The character appears humorous, jovial.

There is no doubt that English plays a significant role in the three language formula of India. The same is the case with going abroad. There is a general tendency that one can achieve good status by going abroad. The present narrator is mentioning the same. Ezekiel here parodies Indian view that going abroad may improve someone's prospect. 'Goodbye Party for Miss Pushpa T.S.' is a free verse. It does not have a specific rhyme scheme. There is no meter too. But the poem is musical and the language colloquial.

The second poem Night of the Scorpion, his all-time favourite presenting inner India, is superstitious one. The poem is a superb example of the superstitious minds where we see how such practices evoke and hamper the very Indian image. This nostalgic poem lets us enter into the past of a child who remembers the night on which a scorpion picked on his mother. That terrible night is unforgettable for his mother and his family. The insistent rain invited a scorpion only to hide but had its sting on the speakers' mother. The news invited peasants to swarm in giving many suggestions for her wellbeing. They suggested different remedies but the effect had a serious effect on the mother. She twisted through and through, groaning and suffering were endless. The father tried powders, mixtures, paraffin and fire that caused more troubles to the lady. The speaker could do nothing but to watch.

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Text I

'Goodbye Party for Miss Pushpa T.S.'

Friends,
our dear sister
is departing for foreign
in two three days,
and
we are meeting today
to wish her bon voyage.

You are all knowing, friends,
What sweetness is in Miss Pushpa.
I don't mean only external sweetness
but internal sweetness.
Miss Pushpa is smiling and smiling
even for no reason but simply because
she is feeling.

Miss Pushpa is coming
from very high family.
Her father was renowned advocate
in Bulsar or Surat,
I am not remembering now which place.

Surat? Ah, yes,
once only I stayed in Surat
with family members
of my uncle's very old friend-
his wife was cooking nicely…
that was long time ago.

Coming back to Miss Pushpa
she is most popular lady
with men also and ladies also.

Whenever I asked her to do anything,
she was saying, 'Just now only
I will do it.' That is showing
good spirit. I am always
appreciating the good spirit.

Pushpa Miss is never saying no.
Whatever I or anybody is asking
she is always saying yes,
and today she is going
to improve her prospect
and we are wishing her bon voyage.
Now I ask other speakers to speak
and afterwards Miss Pushpa
will do summing up.

Summary: Text I

We see Ezekiel's commitment to English as a poet. The narrator of this poem struggles with his English. He makes several mistakes that are humorous. The tone of the poem is communicative.

The poem "Goodbye Party for Miss Pushpa T.S." is a farewell message by one of her friend. The poem begins with the word 'Friends...' where the speaker

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starts his speech in a gathering, a farewell party. The speaker is making comments on Miss. Pushpa T. S. and her going abroad. Initially, he calls her 'Our dear sister'. Calling 'our' is something typically Indian. What we find throughout the poem is that the speaker is commenting on Miss Pushpa but he hardly knew anything about her. He comments 'she is departing for foreign in two-three days', he is not sure when. He comments on the 'sweetness' of Miss Pushpa, both internal and external, which appears odd in the English language. 'Miss Pushpa is smiling and smiling even for no reason' gives a different picture of Miss Pushpa for us. The other interesting thing that we note is digression. He takes us far away from Miss Pushpa to his unnamed uncle in Surat whose wife used to cook well. This is interesting. He returns to the main topic of his discussion and says how popular Miss Pushpa is with men and women. We get confused whether he is praising or criticizing her. Say, for example, the comment, "Pushpa miss is never saying no. Whatever I or anybody is asking, she is always saying yes..." gives other way impressions of Miss Pushpa.

The final stanza moves a step ahead of where the speaker informs his audience that 'it is time for other speakers to speak and afterwards Miss Pushpa will do summing up".

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Check Your Progress: I

a) Complete the following sentences by choosing the correct alternative.

1 Goodbye Party for Miss Pushpa T.S is a poem describing ----------.

a) sad demise b) a farewell party

c) a birthday party d) annual gathering

2 The speaker wishes Miss Pushpa a ----------.

a) bon voyage b) happy birthday

c) good fortune d) long life

3 Miss Pushpa T.S. held from a renowned family and her father was ----------.

a) political leader b) a physician

c) an advocate d) a professor

4 It is the habit of Miss Pushpa to never say ----------.

a) Yes b) No

c) I will do it d) Thank You

5 The last person to address the gathering is ----------.

a) Nissim Ezekiel b) Miss Pushpa

c) the Advocate d) the Speaker

b) Write answers of the following questions in one word / one phrase / one sentence.

1. How is Miss Pushpa described as in this poem?
2. What do we know about the father of Miss Pushpa?
3. Where the deviating lines of the poem lead us to?
4. What do we know about the family background of Miss Pushpa?
5. For which reason Miss Pushpa is going abroad?

Text II

'Night of the Scorpion'

I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven him
to crawl beneath a sack of rice.

Parting with his poison - flash
of diabolic tail in the dark room -
he risked the rain again.

The peasants came like swarms of flies
and buzzed the name of God a hundred times
to paralyse the Evil One.

With candles and with lanterns
throwing giant scorpion shadows
on the mud-baked walls
they searched for him: he was not found.
They clicked their tongues.
With every movement that the scorpion made his poison
moved in Mother's blood, they said.

May he sit still, they said
May the sins of your previous birth
be burned away tonight, they said.
May your suffering decrease
the misfortunes of your next birth, they said.
May the sum of all evil
balanced in this unreal world

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against the sum of good
become diminished by your pain.
May the poison purify your flesh

of desire, and your spirit of ambition,
they said, and they sat around
on the floor with my mother in the centre,
the peace of understanding on each face.
More candles, more lanterns, more neighbours,
more insects, and the endless rain.
My mother twisted through and through,
groaning on a mat.
My father, sceptic, rationalist,
trying every curse and blessing,
powder, mixture, herb and hybrid.
He even poured a little paraffin
upon the bitten toe and put a match to it.
I watched the flame feeding on my mother.
I watched the holy man perform his rites to tame
the poison with an incantation.
After twenty hours
it lost its sting.

My mother only said
Thank God the scorpion picked on me
And spared my children.

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Summary: Text II

The poem 'Night of the Scorpion' describes the childhood memory of the speaker. It reveals a child's memory where his mother was bitten by a scorpion. The very opening line of the poem 'I remember the night my mother was stung by a scorpion' allows us to directly enter into his memories. The scorpion entered his home as it wanted to hide from the rain but eventually, it bites his mother and went in hiding beneath a sack of rice.

The narrator, in his flash of memories, describes the incident. The scorpion stung his mother. However, he hardly describes his mother. Rather he is focusing on the scorpion, its bite, the aftermath, the things he observed that the gathering did over his mother. After the bite, the neighbours and peasants gathered "like swarms of flies". They searched the scorpion with lanterns. They were eager to search it out as they believe that every movement the scorpion makes affects the casualty.

The peasants begin to share good wishes for the speaker's mother. They hope that the scorpion shall die or at least sit still. It was again their belief that

the sins of her past life will be burned away and the rebirth will give her better life out of her suffering. They wish that the forces of evil may end at the end of her pain. More and more people visit the speaker's mother. The poet writes, 'More candles, more lanterns, more neighbours, more insects, and the endless rain', and of course more pains to his mother. The interesting thing is that the speaker is not describing his mother directly. He describes a startling act of his father. For him, he is a 'sceptic and rationalist'. He finds his father helping his mother but the course was different. His father attempted 'powder, mixture, herb and hybrid'. He even lit the bite on fire in an attempt to remove the poison.

The ending of the poem is a sensible one. The mother suffered for 20 hours and at the end of her suffering, her only response was 'Thank God the scorpion picked on me and spared my children'. This shows the loving nature of the mother.

a) Complete the following sentences by choosing the correct alternative.

1 The narrator's mother had a severe stung by ----------.

a) a snake b) an unknown thing

c) a scorpion d) a bee

2 ---------- hours of steady rain had driven the creepy-crawly crawl beneath a sack of rice.

a) Ten b) Twenty

c) Fifteen d) Twelve

3 With every movement that the scorpion made, his poison moved in mother's ----------.

a) mind b) body

c) leg d) blood

4 The speaker's father put ---------- upon the bitten toe and put a match to it.

a) kerosene b) herb

c) paraffin d) medicine

5 The final words of the mother were, 'Thank god, the scorpion picked on me and ----------'.

a) vanished in the rain b) left the house

c) spared my family d) spared my children

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b) Write answers of the following questions in one word / one phrase / one sentence.

1. What caused the scorpion to enter the speaker's house?
2. Why are the peasants compared to a swarm of flies?
3. How did the scorpion 'part with its poison?'
4. Why did the mother thank God?
5. When did the mother finally cure?

Summary

The first poem of Ezekiel's selection, Goodbye Party for Miss Pushpa T. S. makes gentle fun of the people who cannot speak English properly. The speaker commits some common mistakes as an Indian user of the English language, especially the grammatical mistakes. The constructional mistakes change the very tone of the poem. The poem is in the form of a speech made by one of Miss Pushpa's friends. He struggles with his English and makes several mistakes that make the poem humorous. The poem begins with 'Friends...' where the speaker starts his speech in a gathering, a farewell party to Miss Pushpa. He is making comments on Miss. Pushpa T. S. and her act of going abroad. Initially, he calls her 'Our dear sister'. Calling 'our' is something typically Indian. What we find throughout the poem is that the speaker is commenting on Miss Pushpa but he hardly knew anything about her.

Most of Ezekiel's poetry is for adults, serious and quite difficult to understand. However, in the present one, Ezekiel uses simple Indian English makes gentle fun of the people who cannot speak English, and highlights the common mistakes made by speakers whose mother tongue is not English. There are grammatical mistakes, strange arrangements of words and phrases and idioms which are direct translations of expressions in Indian languages. It all sounds very odd in English. The poem is in the form of a speech made by one of Miss Pushpa's friends. It should be taken in the spirit in which it was written.

The next poem of the selection, Night of the Scorpion, is also a famous poem reflecting the past of the speaker where he remembers the night on which a scorpion picked on his mother. That was a terrible night for him and for his mother and family. It was only because of the insistent rain that the scorpion entered the house, had its sting on the speakers' mother and disappeared somewhere beneath the sack of rice.

The bite started its effect on the mothers' blood. The news spread all over and the neighbouring started to swarm in like flies. They started chanting the name of God for her wellbeing and to lessen the poison effect. They also searched the scorpion everywhere in the house but was in vain. They all suggested and attempted different remedies. The bite had a serious effect on the mother. She twisted through and through, was groaning and suffering a lot. His father, sceptic and rationalist, also tried everything he could do. He used powders, mixtures,

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and applied paraffin and put a match to it. It caused more troubles to his mother. The child observer could do nothing but to watch the sufferings of his mother. The last sentence of the poem catches our attention when the mother, after suffering for some twenty hours, thank god for sparing her children from the evil one.

Glossary

Text I

departing	:	leaving, especially in order to start a journey
foreign	:	dealing with or relating to other countries
bon voyage	:	used to express good wishes to someone about to set off on a journey
external	:	belonging to or forming the outer surface or structure of something
renowned	:	known or talked about by many people; famous
Bulsar or Surat	:	developed towns in Gujarat State of India
appreciating	:	recognizing the full worth of something
prospect	:	the possibility or likelihood of some future event occurring
to sum up	:	to conclude, to come to an end

Text II

stung	:	past and past participle of sting, the bite
scorpion	:	a terrestrial arachnid with pincers similar to those of a lobster and a poisonous sting at the end of its jointed tail
steady	:	firmly fixed, supported, or balanced; not shaking or moving
crawl	:	move forward by dragging the body close to the ground
flash	:	sudden, or intermittent way
diabolic tail	:	characteristic of the Devil, or so evil as to be suggestive of the Devil
peasants	:	a poor smallholder or agricultural labourer of low social status
buzzed	:	make a low, continuous humming sound
paralyze	:	cause (a person or part of the body) to become partly or wholly incapable of movement
Evil One	:	profoundly immoral and wicked one

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clicked their tongue	:	expressed grief, dissatisfaction
decrease	:	make or become smaller or fewer in size, amount, intensity, or degree
misfortunes	:	bad luck, an unfortunate condition or event
purify	:	to remove contaminants from, make ceremonially clean
flesh	:	the soft substance consisting of muscle and fat that is found between the skin and bones of a human or an animal
ambition	:	a strong desire to do or achieve something
twisted	:	forced out of its natural or proper shape; crumpled
groaning	:	denoting a deep inarticulate sound conveying pain, despair, pleasure, etc.
skeptic	:	a person inclined to question or doubt accepted opinions
rationalist	:	a person who bases their opinions and actions on reason and knowledge rather than on religious belief or emotional response
hybrid	:	a thing made by combining two different elements
paraffin	:	a flammable, whitish, translucent, waxy solid consisting of a mixture of saturated hydrocarbons, obtained by distillation from petroleum
rites	:	a religious or other solemn ceremony or act
incantation	:	a series of words said as a magic spell or charm
spare	:	refrain from killing, injuring, or distressing

Answers to check your Progress: Text I

a) Complete the following sentences by choosing the correct alternative.

1 Goodbye Party for Miss Pushpa T.S. is a poem describing a farewell party.

2 The speaker wishes Miss Pushpa a bon voyage.

3 Miss Pushpa T.S. helds from a renowned family and her father was an advocate.

4 It is the habit of Miss Pushpa to never say No.

5 The last person to address the gathering is Miss Pushpa.

b) Write answers of the following questions in one word / one phrase / one sentence.

1. Miss Pushpa is described as a friendly, smiling, 'sweet' and spirited woman.

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2. The father of Miss Pushpa is a famous advocate and held from a well-to-do family.
3. The digression lines of the poem lead us to an old acquaintance of the speaker, his uncle's very old friend in Surat.
4. The only thing that we know about the family background of Miss Pushpa is she held from a 'very high family'.
5. Miss Pushpa is going abroad to improve her prospects.

Answers to check your Progress: Text II

a) Complete the following sentences by choosing the correct alternative.

1 The narrator's mother had a severe stung by a scorpion.

2 Ten hours of steady rain had driven the creepy-crawly crawl beneath a sack of rice.

3 With every movement that the scorpion made, his poison moved in mother's blood.

4 The speaker's father put paraffin upon the bitten toe and put a match to it.

5 The final words of the mother were, 'Thank god, the scorpion picked on me and spared my children'.

b) Write answers of the following questions in one word / one phrase / one sentence.

1. Ten hours of continuous rain caused the scorpion to enter the speaker's house.
2. Peasants compared to a swarm of flies because as the swarm of flies enters your home uninvited, the peasants did.
3. The scorpion parted its poison in a flash by his diabolic tail.
4. The mother thanks God for sparing her children.
5. The mother got cured after twenty hours.

Exercise

A) Write Short Notes on the following

1 Miss Pushpa T.S.

2 The farewell party for Miss Pushpa T.S.

3 The Language of the Speaker in Goodbye Party

4 The tone of Ezekiel in Goodbye Party

5 The title Night of the Scorpion

6 Experiments made on the scorpion stung

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7 The ending of Night of the Scorpion

8 The narrator's memory of his father in Night of the Scorpion

B) Answer the following questions in three to four sentences each

1 What expressions do the speaker in Goodbye Party use for Miss Pushpa?

2 Why did Miss Pushpa planning to go abroad?

3 Comment on the ending of Goodbye Party for Miss Pushpa T.S.

4 What do you know about the family background of Miss Pushpa?

5 How is the nature of Miss Pushpa T.S.?

6 What the poem Night of the Scorpion is about?

7 What forced the scorpion to take shelter in the house?

8 How did the speaker describe his father?

9 What did the poet's father do for his wife?

10 Why did the peasants want the scorpion to sit still?

References for Further Reading

A) Read the following edited books where you can get more details of Indian English Poems and Poets:

- R. Parthasarathy, Ten Twentieth Century Indian Poets, Oxford University Press, 2001
- Mehrotra A.K., Twelve Modern Indian Poets, Oxford University Press, 2004
- Chindhade Shirish, Indian English Poems, Mehata Publishing House, 2008

B) There are many YouTube videos analyzing the poem 'Goodbye Party for Miss. Pushpa T.S.' Try to visit the following YouTube link and see the explanation.

https://www.youtube.com/watch?v=IWRhyiYTO8M

C) For Ezekiel's 'Night of the Scorpion' watch the following YouTube link

https://www.youtube.com/watch?v=lW5Yd6x41cE

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K. RAMANUJAN
3. 'LOOKING FOR A COUSIN ON A SWING'
4. 'A RIVER'

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Objectives

After studying this Unit, you will be able to

1) understand Ramanujan's formal engagement with modernist transnationalism
2) value of cultural studies in the poetry of Ramanujan
3) explain the issues of the orthodoxy of Hinduism with the help of A River
4) understand the importance of the family system and the need for the association
5) explain the importance of 'relation' in human life.

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"Only for Private Circulation"

Introduction

Attipat Krishnaswamy Ramanujan, popularly known as A. K. or K. Ramanuja is a famous Indian poet. He occupies an important place as a poet only because of his poems which revolve round the predicaments he faced. He was born in Mysore (India), received his early education there, earned degrees at the University of Mysore and Deccan College in Pune and the Doctoral Degree from Indiana University. This bilingual poet exclusively wrote in English and Kannada. His poems discuss themes such as alienation, human relation, hybridity and transculturation. His publications are: The Striders (1966), Selected Poems (1976), and Second Sight (1986). The Government of India honored him with the title Padma Shri and posthumously he received the prestigious Sahitya Akademi Award for Collected Poems (1995).

The select poems of this unit, Looking for a Cousin on a Swing and A River are the two best poems by A.K.Ramanujan continuously prescribed for secondary, higher secondary, UG and PG studies all over India.

Looking for a Cousin on a Swing describes an immature sensual encounter of the speaker with her cousin and her desire for the same after she becomes adult and mature. The swing memories remain permanent in the speakers' mind. This indelible childhood memory revisits her and makes her helpless. This Adam and Eve type of innocent love is followed by a lustful desire of sensual love. Now the speaker is ready to submit herself to anyone just for the sake of love, the physical one. The poem hints that the speaker is considered regarding the fulfilment of physical desires in a symbolic way. She is longing for 'that immature touch' of the poet and those 'pleasurable feelings of the swing'.

A River is also a different sort of poem where Ramanujan compares and contrasts the old poets with the new ones. According to him, both the new and old poets are indifferent to human sorrows and sufferings. The present generation poetry fails to reflect human miseries. A River presents the pictures based upon his observation of the river. In the summer, the river is almost empty, a thin stream of water showing the sand ribs on the bed, the stones exposed and in the rainy season, the river flooded with water carrying everything in its course.

Text I

'Looking for a Cousin on a Swing'

When she was four or five
she sat on a village swing
and her cousin, six or seven,
sat himself against her;
with every lunge of the swing
she felt him
in the lunging pits
of her feeling;
and afterwards
we climbed a tree, she said,

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not very tall, but full of leaves
like those of a fig tree,

and we were very innocent
about it.

Now she looks for the swing
in cities with fifteen suburbs
and tries to be innocent
about it

not only on the crotch of a tree
that looked as if it would burst
under every leaf
into a brood of scarlet figs

if someone suddenly sneezed.

Summary: Text I

Looking for a Cousin on a Swing is a small poem. There are only 23 lines with simple language and unadorned style. The poem tells us about the past memory of a girl who was very young then, just as small as a girl of four or five and her cousin, not more than six or seven. The poem begins as a nostalgic reflection of the speakers' past but turns into a peculiar sensation of the speaker girl. She is reminding her childhood experience with her cousin playing on a swing. The girl and her cousin climbed a tree, the small tree 'full of leaves' and both were innocent about all that they did on the tree.

The second half of the poem interestingly tells us that the same girl is a grownup lady now and is a mature woman. This reflection 'on a village swing' along with 'climbing the tree' now turns into a sensuous memory. Now she is living in a city, probably surrounded by many suburbs. There are many people around her but no one with a genuine company. She is hunting for companions. She is ready to 'give' herself to anyone but afraid "if someone suddenly sneezed". Eventually, what we find is that the speaker in the poem is taken to task for trying to perpetuate her initial crime. Her tone suddenly turns ironical when she remarks 'Now she looks for the swing in the cities with fifteen suburbs and tries to be innocent about it'.

There is no doubt that the poem is based on love but there is no clear mention of it. There is a charm of through the inner lines of the poem which starts on a casual note but takes us towards sensuous imagery, the passionate one.

The use of imagery in this poem is a significant one. The last lines: 'Not only on the crotch/ evokes the images of a terribly unforgettable past'. She is not able to forget her past. It appears that these two children, the girl and her cousin, first met on the 'crotch of a tree' in those innocent days and felt the first sensation.

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The last lines are more suggestive. The term sneezing requires many interpretations. On the one hand, it indicates the consummation of passion on the tree; on the other, it hints at one of the popular love-pranks in the street. The poem is lucid in style and content and there is a shift from 'village' to 'city' where one has an immense scope of sin and corruption.

Check Your Progress: I

a) Complete the following sentences by choosing the correct alternative.

1 Looking for a Cousin on a Swing reflects ---------- of a small child when she was four or five.

a) tragic incident b) an accident case

c) a family history d) the memory

2 The age difference between the girl child and her cousin is ----------.

a) five years b) two years

c) ten years d) seven years

3 The speaker is now living in a City having ----------.

a) too many trees b) to many cousins

c) too many swings d) too many suburbs

4 The poem ends with the line 'It would burst under every leaf into a brood of scarlet figs, if someone ----------'.

a) suddenly sneezed b) suddenly disappeared

c) enjoys climbing of a tree d) enjoys the village swing

5 The speaker of the poem, as if now, is in search of ----------.

a) the cousin b) the swing

c) the memory d) the fig tree

b) Write answers of the following questions in one word / one phrase / one sentence.

1. What are the age group of the girl child and her cousin?
2. What did the narrator observe with every swing?
3. What tree memories are described down the memory lane?
4. Why did the speaker say 'we were very innocent about it'?
5. What is the speaker in search of?

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Text II

'A River'

In Madurai,
city of temples and poets,
who sang of cities and temples,
every summer
a river dries to a trickle
in the sand,
baring the sand ribs,
straw and women's hair
clogging the watergates
at the rusty bars
under the bridges with patches
of repair all over them
the wet stones glistening like sleepy
crocodiles, the dry ones
shaven water-buffaloes lounging in the sun
The poets only sang of the floods.

He was there for a day
when they had the floods.
People everywhere talked
of the inches rising,
of the precise number of cobbled steps
run over by the water, rising
on the bathing places,
and the way it carried off three village houses,
one pregnant woman
and a couple of cows
named Gopi and Brinda as usual.

The new poets still quoted
the old poets, but no one spoke
in verse
of the pregnant woman
drowned, with perhaps twins in her,
kicking at blank walls
even before birth.

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He said:
the river has water enough
to be poetic
about only once a year
and then
it carries away
in the first half-hour
three village houses,
a couple of cows
named Gopi and Brinda
and one pregnant woman
expecting identical twins
with no moles on their bodies,
with different coloured diapers
to tell them apart.

Summary: Text II

A River is another significant poem by A.K. Ramanujan which makes a comparison between the attitudes of the old poets and the new ones. According to him, there is no sense of human suffering and the poets, old and new, are inhuman only praising 'cities and temples'.

The poem begins with the lines "In Madurai, city of temples and poets who sang of cities and temples". The very opening is suggestive that the poet is concerned with the city, named Madurai, the city of temples. And he is also concerned with the poets who only sang of cities and temples. This beginning tells us that he is not happy with those poets who only sang of cities and temples. However, immediately, our poet attempts to show what kind of City Madurai is/was. He goes on commenting that in Madurai, the river dries to a trickle every summer showing its inner sand and sand-ribs. The lowered water level brings out the inner picture of this trickle: the straws, women's hair clogs, the Watergates, the rusty bars, the bridge patterns, wet-stones looking like crocodiles and the shaven water-buffaloes lounging in the sun. This is the actual scene a common man can see, but, according to Ramanujan, the poet fails to see this. The Poets, old and new, goes on just describing the traditional significance of the river. This type of poets also fails to see the rising water inch-by-inch, which, in its development, carries off some village houses, a pregnant woman, a couple of cows or the other living non-living things.

Ramanujan appears with the conclusion that these poets are indifferent to human sorrows and sufferings and fails to reflect human miseries. To conclude, A River gives us two pictures based upon two different kinds of descriptions: dry river in summer and the flooded river in the rainy season.

"Only for Private Circulation"

a) Complete the following sentences by choosing the correct alternative.

1 Madurai is the city of ---------- and poets.

a) rivers b) Brinda and Gopis

c) temples d) writers

2 The first picture of the river mentioned in the poem belongs to the ---------- season.

a) summer b) winter

c) autumn d) rainy

3 The wet stones of the river lying in its bed are looking like ----------.

a) wet buffaloes b) crocodiles

c) old and new poets d) pregnant lady

4 The flood of the river carries off three village houses, one pregnant woman and a couple of cows named ----------.

a) Madura and Tamil b) Gonda and Bonda

c) Brinda and Krishna d) Gopi and Brinda

5 He said: 'the river has water enough to be poetic about ----------.

a) Gopi and Brinda b) only once in a year

c) Summer days d) the flooded river

b) Write answers of the following questions in one word / one phrase / one sentence.

1. What is the poem A River all about?
2. Who authored the poem A River?
3. What is the bad aspect of the river?
4. How does to wet stones look like?
5. What is the business of shaven buffaloes?

Summary

A. K. Ramanuja, a famous Indian poet bilingual poet, occupies a prominent place only because of his poems. His poems comment on the predicaments he faces and on the themes of human relationships. This award-winning poet has written many poems and has many collections to his credit.

Looking for a Cousin on a Swing is a small poem which describes an immature sensual encounter of a girl with her cousin. The childhood swing

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memories remain permanent in her mind. This memory slot frequently revisits her and makes her helpless. This innocent love is followed by the desire of sensual love. She is ready to be submissive just for the sake of love. She is longing for that immature touch and those pleasurable feelings of the swing.

The other half of the poem tells us that the girl is a grownup lady and is living in a city. She is accompanied by many people but without a true company. Now she is in search of a company and is ready to 'give' herself to anyone. There is ample use of imagery and is suggestive too. The last line reference 'sneezing' is suggestive in many ways and gives many implications. It indicates the consummation of passion on the tree and also hints at the sensuous demands. The poem is coherent in content and takes us from the 'village' life to the 'city' life.

The next poem of the selection, A River is also a different sort of poem. In this poem, the poet gives us a comparative statement of two types of poets, the old and the new. For him, both the poets showed indifferent attitude towards human sufferings and failed to reflect the human miseries. A River presents the pictures based upon his observation of the river where sometimes it runs empty or goes flooded. When empty, it turns a tiny stream and shows the sand ribs, stones, and base structures, whereas when full it turns drastic. The lowered water level also brings out the inner picture of the trickle, the straws, women's hair clogs, the Watergates, the rusty bars, the bridge patterns, wet-stones looking like crocodiles and the shaven water-buffaloes lounging in the sun. The other one shows how it carries off some village houses, a pregnant woman, a couple of cows or the other living non-living things. The poem appears with the conclusion that the poets are indifferent to human sorrow and suffering and fails to reflects human miseries. Ramanuja, as a poet, and his poem A River gives the objective picture of the river.

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Glossary

Text I

lunge	:	each of the pair of organs situated within the ribcage, consisting of elastic sacs with branching passages into which air is drawn, so that oxygen can pass into the blood and carbon dioxide be removed
lunging pits	:	a large deep hole from which stones or minerals are quarried
fig tree	:	a soft pear-shaped fruit with sweet dark flesh and many small seeds, eaten fresh or dried
crotch	:	the part of the human body between the legs where they join the torso
a brood	:	a family of birds or other young animals produced at one hatching or birth
sneeze	:	make a sudden involuntary expulsion of air from the nose and mouth due to irritation of one's nostrils

Madurai	:	**Madurai** (Tamil Nadu), the cultural capital on the Vaigai River dominated by the 14 colorful gopurams (gateway towers) of Meenakshi Amman Temple is a major pilgrimage site.
trickle	:	(of a liquid) flow in a small stream
sand ribs	:	series of slender curved articulated in pairs to the spine
clogging	:	block or become blocked with an accumulation of thick, wet matter
glistening	:	(of something wet or greasy) shine with a sparkling light
lounging	:	lie, sit, or stand in a relaxed or lazy way
cobbled steps	:	steps (of an area or roadway) paved with cobbles
twins	:	one of two children or animals born at the same birth
identical twins	:	twins similar in every detail; exactly alike
moles	:	a small, often slightly raised blemish on the skin, dark in colour
diapers	1. :	a piece of towel wrapped round a baby's bottom and between its legs to absorb and retain urine and faeces; a nappy

Text II

Answers to check your Progress: Text I

a) Complete the following sentences by choosing the correct alternative.

1 Looking for a Cousin on a Swing reflects the memory of a small child when she was four or five

2 The age difference between the girl child and her cousin is two years.

3 The speaker is now living in a City having too many suburbs.

4 The poem ends with the line 'it would burst under every leaf into a brood of scarlet figs, if someone suddenly sneezed'.

5 The speaker of the poem, as if now, is in search of the swing.

b) Write answers of the following questions in one word / one phrase / one sentence.

1. The age group of the girl and her child cousin is between three to seven.
2. The girl and her cousin climb a tree not very tall, but full of leaves like those of a fig tree.
3. The grownup lady is living in a City surrounded by the suburbs.
4. She has lost her cousin.
5. The title Looking for a Cousin on a Swing took back the speaker in the course of memories.

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Answers to check your Progress: Text II

a) Complete the following sentences by choosing the correct alternative.

1 Madurai is the city of temples and poets.

2 The first picture of the river mentioned in the poem belongs to the summer season.

3 The wet stones of the river lying in its bed are looking like crocodiles.

4 The flood of the river carries off three village houses, one pregnant woman and a couple of cows named Gopi and Brinda.

5 He said: 'the river has water enough to be poetic about only once in a year'.

b) Write answers of the following questions in one word / one phrase / one sentence.

1. The poem 'A River' describes the real aspect of the river.
2. A.K.Ramanujan authored the poem A River.
3. The river, if flooded cleans everything that comes in its course.
4. The wet stones look like sleepy crocodiles.
5. The business of shaven buffaloes is just lounging in the sun.

Exercise

A) Write Short Notes on the following

1 The Speaker in the poem Looking for a Cousin on a Swing

2 The Swing memories

3 Comment on the title Looking for a Cousin on a Swing

4 The ending of the poem Looking for a Cousin

5 The River in Summer Days

6 A River as an attack on poets: Discuss

7 Comment on the title of the poem A River

8 The Second Half of the poem A River

B) Answer the following questions in three to four sentences each

1 Describe the thematic structure of the poem A River

2 Comment on the critique: 'Looking for a Cousin is a sensual poem'.

3 Describe the innocent young children presented in the poem.

4 Which memories of her childhood did the girl recall?

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5 Comment the changed personality of the speaker in Looking for a Cousin.

6 Describe the thematic structure of the poem A River.

7 Which two river pictures are presented in the poem?

8 What are the destructions that a flooded river cause?

9 Why did the poet condemn the poets writing on the river?

10 Comment on the picture of the river in summer days.

References for Further Reading

A) Read the following edited books where you can get more details of Indian English Poems and Poets:

- R. Parthasarathy, Ten Twentieth Century Indian Poets, Oxford University Press, 2001
- Mehrotra A.K., Twelve Modern Indian Poets, Oxford University Press, 2004
- Chindhade Shirish, Indian English Poems, Mehata Publishing House, 2008

B) There are many YouTube videos related to the poem Looking for a Cousin on a Swing. Try to visit the following YouTube link and watch the online interpretation of the given poem.:

https://www.youtube.com/watch?v=sDVBnOIh0f4

C) There are many YouTube videos related to the poem A River. Try to visit the following YouTube link and watch the online interpretation of the given poem.

https://www.youtube.com/watch?v=O2JmRw_9Hx4

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KAMALA DAS
5. 'MY GRANDMOTHER'S HOUSE'

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1.3 Text

1.4 Summary

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1.6 Summary

1.7 Glossary

1.8 Answers to Check Your Progress I

1.9 Exercise

1.10 References for Further Reading

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Objectives

After studying this Unit, you will be able to

1) understand Kamala Das as a feminist poet
2) know the significance of displacement in a woman's life
3) explain the importance of love and affection in human life
4) understand the importance of the family and the need for the association
5) justify how the course of life is a challenging task.

Introduction

Kamala Das (1934-2009) is also known as Madhavi Kutty or Kamala Surayya in the world of literature. Her father, V. M. Nair, was the editor of a widely circulated Malayalam daily Matrubhumi, and mother a renowned Malayali poet. This Indian English Poet also wrote in Malayalam language and is very famous for her regional short stories. She has also written various journalistic articles on diverse topics including women's issues, child care and politics. She remained the issue of hot debate for her treatment of female sexuality. She carried her love of writing from her mother. Her love of poetry began at an early age. At the age of 15, she married Madhav Das, who encouraged her writing interest, and she started writing and publishing both in English and

in Malayalam. Kamala Das was one of the many voices that came up with a generation of Indian English poets.

Kamala Das's poetry collections include Summer in Calcutta (1965), The Descendants (1967), and The Old Playhouse, and Other Poems (1973). The other literary works to her credit are a novel Alphabet of Lust (1976), collection of short stories A Doll for the Child Prostitute (1977) and Padmavati the Harlot (1992). Kamala Das controversially converted herself to Islam in 1999 and renamed herself as Kamala Surayya. She received many literary awards, including the Asian World Prize for Literature in 1985.

"My Grandmother's House" is a constituent poem of Das's maiden publication Summer in Calcutta. Though short, the poem wraps within itself an intriguing sense of nostalgia and uprootedness. In her eternal quest for love in such a 'loveless' world, the poet remembers her grandmother which surface some emotions long forgotten and buried within her, an ironical expression of her past which is a tragic contrast to her present situation. It is a forcefully moving poem fraught with nostalgia and anguish.

Text

'Kamala Das My Grandmother's house'

There is a house now far away where once
I received love……. That woman died,
The house withdrew into silence, snakes moved
Among books, I was then too young
To read, and my blood turned cold like the moon
How often I think of going
There, to peer through blind eyes of windows or
Just listen to the frozen air,
Or in wild despair, pick an armful of
Darkness to bring it here to lie
Behind my bedroom door like a brooding
Dog…you cannot believe, darling,
Can you, that I lived in such a house and
Was proud, and loved…. I who have lost
My way and beg now at strangers' doors to
Receive love, at least in small change?

"Only for Private Circulation"

Summary

My Grandmother's House is a nostalgic poem by Kamala Das. It first appeared in Summer Time in Calcutta. This is an autobiographical sort of poem where the speaker (the poet herself) is longing for her parental house. In her nostalgic mood, she is reminded of her ancestral house where she had received love and affection from her grandmother.

The poem begins with the line /There is a house now far away from where once I received love…/. The very opening of the poem takes us back to the world of memory. However, the memory line suddenly comes to an end with the reference to the death of her grandmother /That Woman died/. Here we see the sense of grief and sorrow sensing the death of grandmother. It appears that the poet was much connected with the grandmother and now not able to carry the grief of her death. The following lines of the poem deal and discusses the house of the grandmother and memories related to it.

We can find the intensity for the selfless love relationships along with the note of pessimism throughout the action of the poem. The middle lines reveal the poet's painful and unfulfilled desire to visit her grandmother's house. It is a kind of her dream for her and she is emotionally attached to it. It goes beyond her imagination to know that the house is all in ruin after the death of her grandmother. She suffers in silence due to the wear and tears it has undergone in her absence. A death-like silence reigns in her grandmother's house. Besides, the intensity of her grief is so high that she is not able to continue certain lines to the end. She leaves certain lines unfinished. It may be her real-life loveless marriage situation that might have reminded her of her grandmother's selfless love. The house image strikes our mind. The use of the simile, the brooding dog, show her inability to pay a visit to her grandmother's house.

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Check Your Progress: I

a) Complete the following sentences by choosing the correct alternative.

1 The house where the speaker used to receive love is now ----------.

a) nonexistent b) renovated

c) far away d) in Mumbai

2 The speaker in the poem was not able to read books because ----------.

a) she was too young to read

b) the books were difficult to read

c) she was not allowed to read

d) they were in different language

3 Her inability to read turned her blood cold like ----------.

a) the moon b) the ice

c) ice-cream d) the cold breeze

4 The poet often thinks of going there just to peer through ----------.

a) blind eyes of windows b) read books

c) to feel the cold moon d) see the snakes

5 The poet is in search of ----------.

a) grandmother's house b) the grandmother

c) childhood memories d) love

b) Write answers of the following questions in one word / one phrase / one sentence.

1. Which childhood memories the poet is talking about?
2. From whom did the poetess receive love?
3. Why did the poet's blood turn cold?
4. How did the grandmother's house change after her death?
5. Why was the poet not able to read the books?

Summary

There is no doubt that the theme of Das's poem My Grandmother's House is her longing for love. Her poetry is based on her personal experiences and the present poem deals with the same theme. It conveys us her inner feelings that she is in search of love and she is not able to get it. So she is looking back in the course of history and recalls her grandmother's house.

What we find at the end of reading this poem is the pure love between the poet and her grandmother. This purest form of love increases each other's strengths just like Kamala Das and her grandmother did. The imagery in the poem is personal and brings out the importance of unconditional love from the one that she loves. The poem is the memory of her happy childhood days. Her grandmother always showered her with love and affection. The poet received this love without giving anything in return. But the shock of losing her grandmother is an unforgettable one.

After her marriage, and living with her husband, Das is far from what one would call true love. She received no love after her marriage and so frequently visited her past, the loving days of her childhood life. The fact that her humiliation and oppression by her brutal husband forced her to believe marriage as a physical union rather than a mental connection. In this sense, My Grandmother's House is a poem describing the need for love by comparing her relationship with her grandmother to her relationship with her husband. She is in search of true love and is 'begging it to strangers at least in small change'.

"Only for Private Circulation"

Glossary

once	:	on one occasion or for one time only, in the past
withdrew	:	remove or take away (something) from a particular place or position
to peer	:	look with difficulty or concentration at someone or something
frozen air	:	having turned into ice as a result of extreme cold
despair	:	the complete loss or absence of hope
brooding	:	engaged in or showing deep thought about something that makes one sad, angry, or worried
darling	:	used as an affectionate form of address to a beloved person
proud	:	feeling deep pleasure or satisfaction as a result of one's own achievements
to beg	:	ask someone earnestly or humbly for something
small change	:	something trivial, of little value

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Answers to check your Progress

a) Complete the following sentences by choosing the correct alternative.

1 The house where the speaker used to receive love is now far away.

2 The speaker in the poem was not able to read books because she was too young to read.

3 Her inability to read turned her blood cold like the moon.

4 The poet often thinks of going there just to peer through blind eyes of windows.

5 The poet is in search of love.

b) Write answers of the following questions in one word / one phrase / one sentence.

1. The poet is talking about her grandmother's house where she grew up as a child.
2. The poet received love from her grandmother.
3. The poet's blood turned cold at the sight of snakes among her grandmother's books.
4. The death of the grandmother made the house withdrew into silence.
5. The poet was too small to read books.

Exercise

A) Write Short Notes on the following

1 The title of the poem My Grandmother's House

2 The nostalgic element in the poem

3 The grandmother's house

4 The ending of the poem My Grandmother's House

5 Compare the past and the present life of the speaker

B) Answer the following questions in three to four sentences each

1 How My Grandmother's House is a confessional poem?

2 How does Kamala Das reveal her grief over her past life?

3 How would you summarize the poem My Grandmother's House?

4 What are the feelings of the speaker regarding Love?

5 Why did the speaker say that she is begging at strangers' doors?

References for Further Reading

A) Read the following edited books where you can get more details of Indian English Poems and Poets:

- R. Parthasarathy, Ten Twentieth Century Indian Poets, Oxford University Press, 2001
- Mehrotra A.K., Twelve Modern Indian Poets, Oxford University Press, 2004
- Chindhade Shirish, Indian English Poems, Mehata Publishing House, 2008

B) My Grandmother's House is a constituent poem of Kamala Das's maiden publication Summer in Calcutta. This short poem wraps within itself an intriguing sense of nostalgia and uprootedness. The e-version analysis of the poem is available on YouTube. Try to visit the following link to watch one:

https://www.youtube.com/watch?v=_JWtQc_Od-8

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DLIP CHITRE
6. 'FATHER RETURNING HOME'
7. 'THE FELLING OF THE BANYAN TREE'

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Objectives

After studying this Unit, you will be able to

1) understand the importance of Dilip Chitre as a bilingual poet
2) understand the family consciousness in the poetry of Dilip Chitre
3) sense the sense of non-belonging and loss in his poems
4) understand the importance of ecological concern in his poetry.

Introduction

Dilip Purushottam Chitre (1938-2009) is a famous bilingual poet. He was born in Baroda (Vadodara) but settled in Bombay (Mumbai). He wrote in regional Marathi and global English and is one of the prominent Indian English Poet and Critic. He has also proved his career as an editor, art critic, painter, a filmmaker,

speaker, short story writer, translator and so on. The family background of Dilip Chitre helped him to build his versatile career. His father used to publish a periodical, Abhiruchi, and his grandfather was an expert on Sant Tukaram. Chitre published his first collection of poems in 1960 followed by Travelling in a Cage (1980), The Mountain (2006). His initiative in "little magazine movement" of the sixties was significant achievements for Marathi language, Marathi literature and Marathi readers.

His Collected Poems were published in the 1990s in three volumes. As Is, Where Is, Selected English Poems (1964–2007) and "Shesha" English translation of selected Marathi poems both published by Poetrywala are among his last books published in 2007. He has also edited An Anthology of Marathi Poetry (1945–1965). Chitre is also a known translator and his translation of the celebrated 17th century Marathi bhakti poet Sant Tukara as Says Tuka made him world-famous along with his translation of Sant Dnyaneshwar's Anubhavamrut.

The present selection of Dilip Chitre's two poems Father Returning Home and The Felling of the Banyan Tree are his two best poems.

Father Returning Home is a serious poem. It describes how the father travels in a local compartment. He is travelling but his eyes do see nothing of the suburbs that pass by. He remains unmoved by the sights because they are too familiar to him. The speaker has presented his father as pathetic who is travelling in a monsoon season and appears soggy, damp and dirty. His black raincoat is stained with mud, bag loaded with books. The ageing effect has made his eyesight poor and therefore he finds it difficult to move about in the dark. The description of this father getting down the train 'a word dropped from a long sentence' is a suggestive one. It shows that this father is no longer relevant to his people, his family.

The Felling of the Banyan is a special sort of poem commenting and respecting ecology. This poem poses questions to the common man of his achievements and compares the natural world with the manmade world.

The poem is an account of his memories, from his hometown Baroda where he was born. The memory of his traditional paternal home is permanent one in his mind. In the present poem he recalls how his Baroda home was demolished for certain reasons. However, the central theme is of the felling of the banyan tree. The speaker, as small child, is recollecting the way the banyan tree got demolished.

Text I

'Father Returning Home'

My father travels on the late evening train
Standing among silent commuters in the yellow light
Suburbs slide past his unseeing eyes
His shirt and pants are soggy and his black raincoat

"Only for Private Circulation"

Stained with mud and his bag stuffed with books
Is falling apart. His eyes dimmed by age
fade homeward through the humid monsoon night.
Now I can see him getting off the train
Like a word dropped from a long sentence.
He hurries across the length of the grey platform,
Crosses the railway line, enters the lane,
His chappals are sticky with mud, but he hurries onward.

Home again, I see him drinking weak tea,
Eating a stale chapati, reading a book.
He goes into the toilet to contemplate
Man's estrangement from a man-made world.
Coming out he trembles at the sink,
The cold water running over his brown hands,
A few droplets cling to the greying hairs on his wrists.
His sullen children have often refused to share
Jokes and secrets with him. He will now go to sleep
Listening to the static on the radio, dreaming
Of his ancestors and grandchildren, thinking
Of nomads entering a subcontinent through a narrow pass.

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Summary: Text I

Father Returning Home by Dilip Chitre is an autobiographical poem. The poet shows the loneliness and world-weariness of an old man in the modern society. This is shown by giving a picture of his father returning home from routine work. It is said to be a factual account of Chitre's father when he realized how neglected his father was from the side of his family. However, this could be an account of any old man working for his family and no one is there to take care of him.

There are only three uneven stanzas in the poem where the first stanza describes the father returning home by a local train and settling down at the late hours of night. The poem begins with the line /My father travels on the late evening train/. This appears to be a routine of the speaker's father travelling home. Here, reference to 'late evening train' indicates how long that father works for the benefit of his family. He is travelling standing, and there is no known company. The 'silent commuters' are not friendly enough to converse with him. His shirt and pants are soggy and his black raincoat stained with mud. His bag stuffed with books. The line /his eyes dimmed by age/ shows that his eyesight is dimmed by his old age.

The use of simile in the description /Now I can see him getting off the train/Like a word dropped from a long sentence/ is unique. The speaker shows

how his father gets down just like a word dropped from a long sentence showing the unimportant existence of his father in the surrounding world.

The overall description of his soggy cloths, soggy pants, fainted raincoat stained with mud, his dimmed eyes, his sticky muddy chappals, his eating stale chapatti and drinking weak tea are suggestive of everything. The daily habits of this old father shows us that he has probably given up on expecting everything from his family members. His retiring to toilet for contemplating the man's estrangement from a man-made world and his sullen children refusing to share jokes and secrets with him tells us everything about his family relations.

The concluding stanza of the poem describes how the old man will go to sleep listening to the static on the radio and dreaming of his ancestors and grandchildren and thinking of nomads entering a subcontinent through a narrow pass. These concluding lines give the misery in the life of this old man. It may be true that he is having his only solace in dreaming of his ancestors and grandchildren or thinking about his past and future generation, just an attempt to escape from his mundane routine-life. The poem Father Returning Home sympathizes with the old neglected people in our society.

Check Your Progress: I

a) Complete the following sentences by choosing the correct alternative.

1 The father of the poem Father Returning Home is travelling late on ----------.

a) the evening train b) his bicycle

c) the pedestrian d) in shared auto-rickshaw

2 The carrying bag of this father is stuffed with ----------.

a) grocery b) office papers

c) books d) tensions

3 The chappals of the father are sticky with ----------.

a) leather b) pest

c) dung d) mud

4 His ---------- have often refused to share Jokes and secrets with him.

a) wife b) sullen children

c) brothers and sisters d) friends and colleagues

5 He thinks of ---------- entering a subcontinent through a narrow pass.

a) Moughals b) nomads

c) his children d) his boss

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b) Write answers of the following questions in one word / one phrase / one sentence.

1. How does the father return home?
2. How does the father spend time at home?
3. How is his shirt and pant described as?
4. What's wrong with the father's children?
5. What are the regular eatables of this father?

Text II

'The Felling of the Banyan Tree'

My father told the tenants to leave
Who lived on the houses surrounding our house on the hill
One by one the structures were demolished
Only our own house remained and the trees
Trees are sacred my grandmother used to say
Felling them is a crime but he massacred them all
The sheoga, the oudumber, the neem were all cut down
But the huge banyan tree stood like a problem
Whose roots lay deeper than all our lives
My father ordered it to be removed

The banyan tree was three times as tall as our house
Its trunk had a circumference of fifty feet
Its scraggy aerial roots fell to the ground
From thirty feet or more so first they cut the branches
Sawing them off for seven days and the heap was huge
Insects and birds began to leave the tree

And then they came to its massive trunk
Fifty men with axes chopped and chopped
The great tree revealed its rings of two hundred years
We watched in terror and fascination this slaughter
As a raw mythology revealed to us its age
Soon afterwards we left Baroda, for Bombay
Where there are no trees except the one
Which grows and seethes in one's dreams, its aerial roots
Looking for the ground to strike.

"Only for Private Circulation"

Summary: Text II

The poem The Felling of the Banyan Tree is simply the speaker's narration of his childhood experience observing the felling of the banyan tree. He simply begins the poem, carries it away in a simple way and ends simply too. The simplicity of the poem makes it memorable and readable.

The poet begins with the memory how his father told his tenants to leave the building. The tenants used to live in the houses and the surrounded buildings on the hill. One by one all the tenants left and all the structures were demolished except the house of the speaker. This demolishing work was followed by the cutting of trees. All the trees were cut one by one. The poet recalls how the sacred trees like the Neem, the Oudumbar and the Sheoga were also cut. It was against the principals of his grandmother who used to say that trees are sacred. But his father didn't listen to anyone and ordered to massacre the trees.

Finally, it was the turn of the banyan tree. But the huge banyan tree stood like a problem. Its roots lay deeper than their lives. But the saw took on it. The tree was three times tall of the speaker's house. Its trunk had a circumference of fifty feet and there were big aerial roots and many branches. But finally it was destroyed after the painstaking efforts of seven days by some fifty men with their axes. The speaker observes that the felling of the banyan tree made the insects, birds and its other biodiverse residents leave it.

The speaker says that the members of the family watched that destruction in terror and fascination. The use of the words slaughter and massacre are worth noting here. Later, over time, the speaker left Baroda forever. Now he is settled in Bombay (Mumbai). However, the memory of that giant banyan tree is still alive in the mind of the speaker that he cannot forget.

a) Complete the following sentences by choosing the correct alternative.

1 The poem opens with the line "My father told the ---------- to leave.

a) neighbours b) tenants

c) friends d) sons

2 One by one all the ---------- were demolished.

a) buildings b) colonies

c) structures d) apartments

3 The speaker's grandmother used to say, 'The trees are ----------'.

a) sacred b) nature's gift

c) god's gift d) old

4 The Banyan tree was ---------- times as tall as his house.

a) five b) two

c) four d) three

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5 The life of the Banyans tree was ---------- hundred years.

a) two b) three

c) four d) five

b) Write answers of the following questions in one word / one phrase / one sentence.

1. Why does the poet's father order to demolish all the structures?
2. How big was the banyan tree?
3. What is grandmother's opinion about trees?
4. Which trees were cut down first?
5. Where does the banyan tree still exist?

Summary

Dilip Chitre is an autobiographical poet and both the prescribed poems, Father Returning Home and The Felling of the Banyan Tree are the best examples of it. Father Returning Home is great description of a working class father returning home after his daily routine in a commuter local. He is in a forgotten world, eyes open but not seeing anything. This pathetic father, traveling in a rainy season and a soggy, damp, dirty clothes is aged one and with poor eyesight, a good example of the neglected aging people. This is also a clear account of those working for family but ignored at this stage of life.

The poem, with its only three stanzas, describes the father returning home and settling down at the late hours of night. The overall description of his soggy cloths, soggy pants, fainted raincoat stained with mud, his dimmed eyes, his sticky muddy chappals, his eating stale chapatti and drinking weak tea are suggestive of everything. The daily habits of this old father shows us that he has probably given up on expecting everything from his family members. His retiring to toilet for contemplating the man's estrangement from a man-made world and his sullen children refusing to share jokes and secrets with him tells us everything about his family relations. The ending describes how the old man will go to sleep dreaming of his ancestors and grandchildren and thinking of nomads entering a subcontinent through a narrow pass. The ending lines sympathizes with the old and neglected people in our society.

The second poem of Chitre's collection, The Felling of the Banyan, is also a special one. His ecological concern and his comments on the manmade world are quite serious. The poem is reflection on memories of his Baroda home. The central theme is of felling of the banyan tree, the tree ordered to be demolished by his father and his innocent and helpless observing of the felling.

The tenants were forced to leave, the structures were demolished, the trees were cut including the sacred trees like the Neem, the Oudumbar and the Sheoga. When the slaughter turned to the banyan tree it posed some problems. The tree

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was three times tall of the speaker's house. Its trunk had a circumference of fifty feet, the big aerial roots, many branches. But finally it was destroyed after the painstaking efforts of seven days by some fifty men with their axes. Eventually the biodiversity it had left it and everything turned into dust. The whole family watched that destruction in terror and fascination.

However, the displacement from Baroda to Bombay never helped the speaker to forget that massacre, that slaughter. The memory of that giant banyan tree remained alive in his mind forever.

Glossary

Text I

commuters	:	a person who travels some distance to work on a regular basis.
Suburbs	:	an outlying district of a city, especially a residential one
soggy	:	wet and soft or dull and lifeless
stained	:	mark or discolour with something that is not easily removed
stuffed	:	(of a dead animal) having the skin filled with material to restore the original shape and appearance
dimmed	:	make or become less bright or distinct
fade	:	gradually grow faint and disappear
humid	:	marked by a relatively high level of water vapour in the atmosphere
monsoon night	:	the rainy season accompanying the wet monsoon, monsoon night
weak tea	:	the tea without the proper usual mixture, without milk
contemplate	:	look thoughtfully for a long time at
estrangement	:	the fact of no longer being on friendly terms or part of a social group
sullen	:	bad-tempered and sulky
static	:	lacking in movement, action, or change, especially in an undesirable or uninteresting way
nomads	:	a member of a people that travels from place to place to find fresh pasture for its animals and has no permanent home
subcontinent	:	a large distinguishable part of a continent, such as North America or the part of Asia containing India, Pakistan, and Bangladesh
narrow pass	:	small entrance

Text II

tenants	:	a person who occupies land or property rented from a landlord.
structures	:	the buildings, the arrangement of the residing houses
demolished	:	pull or knock down (especially a building)
sacred	:	connected with God or a god or dedicated to a religious purpose and so deserving veneration
massacred	:	to kill deliberately and brutally (especially people)

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sheesu, oudumber, neem	:	the varieties of trees, especially Indian
banyan	:	an Indian fig tree, the branches of which produce wide-ranging aerial roots which later become accessory trunks.
circumference	:	the enclosing boundary of a curved geometric figure, especially a circle
scraggy	:	ragged, thin, or untidy in form or appearance
sawing	:	cut (something) using a saw
heap	:	an untidy collection of objects placed haphazardly on top of each other
massive	:	large and heavy or solid
fascination	:	the power to fascinate someone; the quality of being fascinating.
slaughter		to kill (people or animals) in a cruel or violent way, typically in large numbers
mythology		a collection of myths, especially one belonging to a particular religious or cultural tradition

Answers to check your Progress: Text I

a) Complete the following sentences by choosing the correct alternative.

1 The father of the poem Father Returning Home is travelling late on the evening train.

2 The carrying bag of this father is stuffed with books.

3 The chappals of the father are sticky with mud.

4 His sullen children have often refused to share jokes and secrets with him.

5 He thinks of nomads entering a subcontinent through a narrow pass.

b) Write answers of the following questions in one word / one phrase / one sentence.

1. The father is returning home late on the evening train.
2. The father spends his time at home in the toilet contemplating man's estrangement from the man-made world.
3. The shirt and pant of the father are soggy.
4. The father's children are bad-tempered and not on good oral terms.
5. Weak tea and stale chapati are the regular eatables of this father.

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Answers to check your Progress: Text II

a) Complete the following sentences by choosing the correct alternative.

1 The poem opens with the line "My father told the tenants to leave'.

2 One by one all the structures were demolished.

3 The speaker's grandmother used to say, 'The trees are sacred'.

4 The Banyan tree was three times as tall as his house.

5 The life of the Banyan tree was two hundred years.

b) Write answers of the following questions in one word / one phrase / one sentence.

1. The poet's father order to demolish structures because he wanted to construct new buildings.
2. The banyan tree was two hundred years old.
3. The grandmother used to say the trees are sacred.
4. The trees like Sheoga, Oudumber and Neem were cut down first.
5. The banyan tree still exists in the mind and head of the poet.

Exercise

A) Write Short Notes on the following

1 The father in Father Returning Home

2 Explain the personal attributes of the father

3 The ending of Father Returning Home

4 Explain the reference 'nomads entering a subcontinent'

5 Comment on the theme of Father Returning Home

6 The Banyan Tree

7 The title The Felling of the Banyan Tree

8 The ecological concern in The Felling of the Banyan Tree

9 The process of the felling of the banyan tree

10 The image of father in The Felling of the Banyan Tree

B) Answer the following questions in three to four sentences each

1 Describe the thematic structure of the poem Father Returning Home.

2 Do you think that the father of the poem is a helpless one?

3 How does the narrator find his father?

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4 Do you think the father has turned lonely? Why?

5 How appropriate is the title Father Returning Home?

6 For what reason the poet say 'the tree stood like a problem'?

7 How did you find the banyan tree in the poem?

8 Which childhood memories of the speaker do we find in 'The Felling'?

9 Why did the poet remark 'Its aerial roots looking for ground to strike'?

10 Would you interpret this poem as the ecological?

References for Further Reading

A) Read the following edited books where you can get more details of Indian English Poems and Poets:

- R. Parthasarathy, Ten Twentieth Century Indian Poets, Oxford University Press, 2001
- Mehrotra A.K., Twelve Modern Indian Poets, Oxford University Press, 2004
- Chindhade Shirish, Indian English Poems, Mehata Publishing House, 2008

B) There are many online videos explaining the poem Father Returning Home. Visit the following link to see the online analysis of the poem:

https://www.youtube.com/watch?v=x476SToL6aM

C) You can google many videos online. Try to watch the following YouTube videos explaining the poem The Felling of the Banyan Tree:

https://www.youtube.com/watch?v=JUg8C2zX6FA

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BRIEF HISTORY OF INDIAN ENGLISH DRAMA

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Objectives

After studying this Unit, you will be able to

1) distinguish the play as a distinct form of literature
2) understand the history and development of the Indian English Drama
3) understand the contribution of major Indian English playwrights
4) know the contribution of major Indian women playwrights
5) know different characteristics of Indian drama

Introduction

Dear students, now you know that Indian English literature (IEL) has achieved a significant place in world literature. Though the history of Indian English Literature is not more than a half-century old, it has produced gems who achieved Nobel, Booker, Pulitzer, Magsaysay and other prominent international awards. With the advent of English theatre in India, the established Sanskrit drama started fading away. When theatre started presenting the common man's life realistically, it changed the very face of the Indian drama in general and Indian English drama in particular. Moreover, the metropolitan cities were the hubs of English drama in the early days where the Indian students returned from the foreign countries and foreign education began to introduce the foreign concepts and themes in the Indian drama. They started introducing their dramas in their native language and among them; some important playwrights were

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Madhusudhan Dutt and Rabindranath Tagore. However, unlike the other prominent forms of literature, drama failed in its progress because of its limitations. M.K.Naik remarks on the limitations of drama as a form as: "A play in order to communicate fully and become a living dramatic experience needs a real theatre and a live audience. It is precisely the lack of these essentials that have hamstrung Indian drama in English all along".

Brief History of Indian English Drama

The Text: I

Pre-Independence Indian English Drama

The history of Indian English drama can be placed into two different stages: Pre-Independence Indian English Drama and Post-Independence Indian English Drama. The early English drama began with some of the playwrights like K.M. Banergi and Michael Madhusudan Dutt where Dutt's play Is This Called Civilization? (1871) is the forerunner of all along with the dramatists like Rabindranath Tagore, Sri Aurobindo, Harindranath Chattopadhyaya, A. S. P. Ayyar, T.P. Kailasam, Bharati Sarabhai and others.

Rabhindranath Tagore is the highly praised and world-class dramatist in Indian English Literature. This Nobel Prize-winning (1913) writer wrote in Bengali and also translated his plays into English. His famous trans-created English plays are Sanyasi (1884), Malini (1895), Sacrifice (1892), The King and Queen (1889), Karna and Kunti (1897) and others. Tagore's dramatic techniques played a significant role in paving a road to Indian English drama. His plays dealt with the themes of love, religion and faith along with conflicts in the life of a common man. His indebtedness to the Sanskrit plays and regional dramatic performances from a folk theatre made his themes compatible with the Indian traditions and convictions.

Followed by Rabindranath Tagore, the name that occurs as the forerunner in the field of Indian English Drama is Sri Aurobindo. This poet and philosopher had a sound knowledge of the East-West culture and produced five complete plays: Perseus the Deliverer, Vasavadutta, Rodogune, the Viziers of Bassora, and Eric the King of Norway. His plays prominently dealt with the theme of love, liberty and evolution and symbolically presented the urge for freedom. Romanticism is another feature where he showed the great influence of Elizabethan drama in plot construction and characterization. Moreover, his plays range from ancient Greek times to medieval India. They also cover distant lands, distant people and distant world. There is no doubt that Aurobindo was influenced by William Shakespeare but he treated his plays with his views and opinions. There are six more plays which he started but could not finish till the end.

Harindranth Chattopadhyaya is another name in the field of Indian English drama. This dramatist, with social and historical perspectives, brought working-class characters on the stage. His Five Plays (1929) is a collection of plays that

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reveals his concern for a common man and thrust for realism. His prominent plays are The Window, The Parrot, The Sentry's Lantern, The Coffin and The Evening Lamp. His other plays deal with the conflict between good and evil. They portray the significance of the victory of virtue over evil, they attempt to show that everything evil is exposed with time.

Tyagaraja Paramasiva Kailasam, the bilingual playwright writing in Kannada and English, wrote basically on the themes from the Mahabharata. This talented actor had an excellent knowledge of the theatre technicalities. His prominent plays are The Burden (1933), Fulfillment (1933), A Monologue, The Purpose (1944), The Curse of Karna and Keechaka (1949). These plays deal with epic themes, romance, contemporary society and its problems.

Post-independence Indian English drama

The Indian English drama after independence moved a leap ahead and showed creative development. It achieved a significant position after the establishment of National School of Drama and Sangeet Natak Academy. These two institutions supported the development of regional as well as the Indian English drama. The post-independent Indian English theatre, with the efforts taken by the eminent theatre personalities like K.N. Pannikar, Girish Karnard, Vijay Tendulkar and many others, moved a step ahead. These playwrights achieved a kind of maturity in the field of drama writing inculcating Indian tradition, folklore, custom, rituals and conventions amidst the innovativeness of English drama. The other dramatists to this list are Nissim Ezekiel, Dina Mehta, Manjula Padmanabhan, Gurcharan Das and Mahesh Dattani.

G. V. Desani achieved a prominent name in the field of early dramatist of this phase. He is known for his famous play Hali (1950). Hali, named after a Muslim saint, is the protagonist of the play who stands for humanity at large. The play symbolically presents the powers of creation and destruction and life and death. This play is a good example of dramatic art and was appreciated for its originality, symbolism and vividness of imagery. This play was staged at the Watergate Theatre in London in 1950. The other prominent playwrights of this early era, along with their significant plays are: Lakhan Deb's Tiger's Claw (1967) and Murder At The Prayer Meeting (1976), Gurcharan Das's Larins Sahib (1970) Mira (1971), Jakhoo Villa Pratap Sharma's The Professor Has A Warcry (1970) and A Touch Brightness (1973). Nissim Ezekiel's Three Plays (1969) (Nalini- A Comedy, Marriage poem, A tragic- comedy, and The Sleep Walkers: An Indo American Farce) along with his other two plays: Don't Call It Suicide, and Song of Deprivation.

The development of Indian English drama is a collective attempt of all the regional writers producing plays in their respective languages and sometimes translating their works into English for wider use and publicity. The forerunner of this type, as mentioned before, was Rabindranath Tagore who originally wrote Bengali plays and translated them into English. The other writers also translated his works into different Indian languages and these different regional playwrights

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added a new dimension to the Indian drama. The writers who dominated this phase are Mohan Rakesh who originally wrote in Hindi, Girish Karnad who originally wrote in Kannada, Badal Sircar who originally wrote in Bengali and Vijay Tendulkar who originally wrote in Marathi. They used different innovations in their plays and evolved new styles and technique combined with the old and the new ideologies.

Mohan Rakesh is known for his talent who attempted to present the complexity of human thought and its helplessness with plays One Day in Ashadha (1958), Great Swans of the Waves (1973), Half— Way House (1969). These plays present the irony and tragedy of the relationship between man and woman. The play One Day in Ashadha deals with a story of a character named Kalidasa who fails to adjust with the existing situations and fails to maintain a good human relationship. His love for Mallika, his shifting from the village to city and his mismanagement with the city life are the main themes. The other play Half-Way House deals with the other social theme of unsuccessful married lives. It is a story of a married woman who is not happy with her wedded husband. Her unmanly and unemployed husband is a trouble for her and she openly betrays her married life. The other celebrated play, Great Swans of the Waves, is a story of the protagonist Nand whose love towards his wife is his weakness but his inability to make any particular decision lands him in trouble. The characters of this play are shown as isolated and dissatisfied fighting for their existence in this universe.

Badal Sircar is a known name in the field of Bengali writing. He is known for his treatment of social problems in existing India. He began his writing career with his early play Evam Indrajit (1962). This play was well accepted by the common audience and received wide popularity. The play deals with the theme of life struggles of the middle-class people and their fight for existence. His other plays The Other Side of History (1964), and There is No End (1971) deal with the problems of politics and society. The other, Procession, deals with the search for a new society based on equality. The theme of the play is an ideal concept where the man works according to one's ability and gets according to need, where there is no oppression and no one is exploited. The play Bhoma also deals with the exploitation of innocent farmers like his other plays Some Day Later and Poet's Story where he focuses on the themes of poverty, corruption, greed, industrial and agricultural exploitation, terrorism, police brutality, caste and dowry system. Badal Sircar is known for and well appreciated for his technical and thematic experiments in Indian English Drama.

Vijay Tendulkar is a significant contributor to the Indian theatre. He prominently dealt with themes such as social injustice, gender crisis, class and caste problems and cultural freedom. He is known for his stagecraft presenting problems of regional India, and depicting the human psychology and existence. His characters belong to the middle-class families struggling for existence. His famous Marathi plays are Sakharam Binder (1972), Ghashiram Kotwal (1972), Vultures, and Silence! The Court is In Session (1968) which deals with themes

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such as human violence and exploitation. The best examples are Ghashiram Kotwal, exploring the corrupt Brahmins of Pune and Vultures exposing human tendency leading to violence and evil. His Sakharam Binder is a naturalistic play focusing on the complications of human nature shows the theme of lust and violence between Sakharam and his two mistresses Laxmi and Champa. His famous play Silence! The Court is in Session deals with the female protagonist Leela Benare who gets entrapped in a mock trial. Her attempt to defend herself is expressed through her monologue expressing the hypocrisy and attitude of man to use woman body as a commodity.

Girish Karnad has established himself as a significant playwright in Kannada as well as Indian drama in English. This multifaceted personality represented and spread Indian art and culture to the distant lands. He has performed in many films in Hindi, Marathi, Kannada and other languages. He has also directed many Kannada films. This recipient of Padmashri (1974) and Padmabhushan (1992) has written many famous plays such as Yayati (1961), Tughlaq (1972), Hayavadana (1975), Naga Mandala: Play with a Cobra (1990), Tale Danda (1993), The Dream of Tipu Sultan (1997), The Fire and the Rain (1998), Broken Images (2004) and Flowers (2004). It appears that Karnad was much impressed with Indian myths and legends along with regional folk tales and history; however, he creatively mixed the legends and myths with his imagination and creativity.

His Yayati was originally written in Kannada and himself translated into English. The play is based on the Mahabharata mythology where Yayati, the king of Hastinapur, leads the life of sensual pleasure and sacrifices his son's life for his own pleasure. His Hayvadana is a search for identity, a search for perfection whereas his Naga Mandala attempts to expose male chauvinism and the oppression and injustice of woman. The Fire and the Rain again refer to the Mahabharata where the central character Yavakrita falls to prey to lust, Raibhya and Bharadwaja to anger and Paravasu to dishonesty. Here, 'Fire ' indicates lust, anger and vengeance whereas 'rain' indicates the self-sacrifice, compassion and forgiveness. Tughlaq is his most famous play. This historical play presents the historical character Muhammad-bin-Tughlaq, the fourteen-century ruler dealing a historical incident. The play asks the audience to think about the eradication of the caste system.

Mahesh Dattani is a prominent writer and director who used English as a means of communication. He is the next playwright after Girish Karnad who has closely associated the urban milieu of India and portrayed the problems of the common man. He attempts to present the common man's efforts to gain respect in his own society. Dattani's plays like Final Solutions, Where There's a will (1988), Bravely Fought the Queen (1991), Dance Like a Man (1989) and Tara (1990) deal with painful lives of a common man and his family where Dattani presents the battles being fought among the members of the same family at home.

His play Tara deals with a social problem of the modern nuclear family system where families are favoring the birth of a baby boy and rejecting a girl

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child. The play is an attempt to spread awareness to protect the girl child. His Dance like a Man shows the conflict between traditions and modern, Seven Step Around the Fire shows human brutality towards the eunuch community, Ek Alag Mausam shows the plight of the people with HIV aids where he seeks love and affection for the people living with AIDS. Dattani is known for his use of symbols, and technique where he presents social and political realities along with the problems of Indian family system, the problems of the women and the problems related with marriage, career, identity and familial relationship. His other important plays are: On A Muggy Night in Mumbai (1998), Thirty Days in September (2001), and his radio plays Do The Needful (1997), Seven Steps Around The Fire (1998), The Swami and Winston (2000), A Tale of A Mother Feeding Her Child (2000), Clearing The Rubble (2000), Uma and The Fairy Queen (2003).

The Women Dramatists

Along with these celebrated mainstream playwrights, there are some women dramatists who have a significant contribution to the development of Indian English drama. Some significant names to mention are Bharati Sarabhai with her The Well of People (1943) where she depicts the miserable plight of a Brahmin widow who decides to dig a well for untouchables, Two women focus on the problems of east-west. The other significant woman dramatist is Mrinalini Sarabhai known for her historical play Captive Soil. Dina Mehta's The Myth Makers (1969), Manjula Padmanabham's Harvest (1997), Light out (1982), Five Monologue are other significant plays and playwrights in the field of Indian English drama. Some other names to mention are Annie Zaidi for her So Many Socks, Deepika Arwind, Mnjima Chatterjee and others.

To conclude, Indian English drama has achieved a significant place in the field of literature. Though it has not achieved that much height compared to the statues of the poetry and the novel, it has attempted to touch the themes of history, politics and national and international events. There is much mention of the past and present society, the east-west encounter, myth and legend.

Check Your Progress: I

a) Complete the following sentences by choosing the correct alternative.

1 With the advent of English theatre in India, the established ---------- drama started fading away.

a) Latin b) Sanskrit

c) Bengali d) Marathi

2 Unlike the other prominent forms of literature, drama failed in its progress because of its ----------.

a) language b) form

c) limitations d) publicity

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3 The dramatic techniques of ----------. played a significant role in paving a road to the early Indian English drama.

a) Rabindranath Tagore b) Mulk Raj Anand

c) Girish Karnad d) Raja Rao

4 The development of Indian English drama is actually a collective attempt of ---------- producing plays in their respective languages translating their works for wider use and publicity'.

a) British rulers b) William Shakespeare

c) society d) regional writers

5 The bilingual writers Girish Karnad (Kannada), Badal Sircar (Bengali) and ---------- originally wrote their plays in their regional languages.

a) Vijay Tendulkar (Marathi) b) M.K.Naik (Hindi)

c) Vikram Sarabhai d) Mahatma Gandhi (Gujarathi)

b) Write answers to the following questions in one word / one phrase / one sentence.

1. Name any two early Indian English playwrights.
2. Which play by Girish Karnad deal with the conflict of mind and body?
3. Who started his/her writing career with the play Evam Indrajit?
4. What is special about Mahesh Dattani's plays?
5. Who wrote the play The Well of the People?

Summary

The history of Indian English Literature is not more than a half-century old. The English theatre started presenting a common man's life along with his socio-economic and political affairs. This changed the very face of the Indian drama in general and Indian English drama in particular. The cities were the hubs of English drama in the early days where the early playwrights like Madhusudhan Dutt and Rabindranath Tagore attempted their early hand over the English drama but with limitations.

Both, the Pre-Independence Indian English Drama and Post-Independence Indian English Drama, developed world-class dramatist in Indian English Literature. The earliest one was the Nobel Prize-winning Bengali playwright Rabindranath Tagore. His plays dealt with the themes of love, religion and faith along with conflicts in the life of a common man. Tagore was followed by Sri Aurobindo who had a sound knowledge of the East-West culture and produced many plays. His plays range from ancient Greek times to medieval India covering distant lands, distant people and distant world.

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The Indian English drama after independence moved a leap ahead and showed creative development where the efforts taken by the eminent theatre personalities like K.N. Pannikar, Girish Karnard, Vijay Tendulkar and many others moved a step ahead. These playwrights achieved a kind of maturity in the field of drama writing inculcating Indian tradition, folklore, custom, rituals, conventions, and rites amidst the innovativeness of English drama along with Nissim Ezekiel, Dina Mehta and Manjula Padmanabhan, Gurcharan Das and Mahesh Dattani.

Glossary

advent	:	the arrival of a notable person or thing
fading away	:	to disappear or die gradually (often followed by away or out)
realistic	:	having or showing a sensible and practical idea of what can be achieved or expected
metropolitan	:	relating to or denoting a metropolis or large city
hamstrung	:	cripple (a person or animal) by cutting their hamstrings
indebtedness	:	the condition of owing money
forerunner	:	a person or thing that precedes the coming or development of someone or something else
Romanticism	:	a movement in the arts and literature that originated in the late 18th century, emphasizing inspiration, subjectivity, and the primacy of the individual
pinions	:	the outer part of a bird's wing including the flight feathers
prominent	:	important; famous
dimension	:	a measurable extent of a particular kind, such as length, breadth, depth, or height
evolve	:	develop gradually
exploitation	:	the action or fact of treating someone unfairly in order to benefit from their work
monologue	:	a long speech by one actor in a play or film, or as part of a theatrical or broadcast programme
multifaceted	:	having many sides, having many different aspects or features
chauvinism	:	exaggerated or aggressive patriotism, excessive or prejudiced support for one's own cause, group, or sex
dishonesty	:	deceitfulness shown in someone's character or behavior
eradication	:	the complete destruction of something
brutality	:	savage physical violence; great cruelty
eunuch	:	a man who has been castrated, especially (in the past) one employed to guard the women's living areas at an oriental court

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Answers to check your Progress

Part I

a) Complete the following sentences by choosing the correct alternative.

1 With the advent of English theatre in India, the established Sanskrit drama started fading away.

2 Unlike the other prominent forms of literature, drama failed in its progress because of its limitations.

3 The dramatic techniques of Rabindranath Tagore played a significant role in paving a road to the early Indian English drama.

4 The development of Indian English drama is actually a collective attempt of regional writers producing plays in their respective languages translating their works for wider use and publicity'.

5 The bilingual writers Girish Karnad (Kannada), Badal Sircar (Bengali) and Vijay Tendulkar (Marathi) originally wrote their plays in their regional languages.

b) Write answers to the following questions in one word / one phrase / one sentence.

1. The early Indian English playwrights are Rabindranath Tagore and S.Aurobindo.

2. The play Hayavadana by Girish Karned deals with the conflict of mind and body.

3. Badal Sircar started his writing career with the play Evam Indrajit.

4. Mahesh Dattani's plays were closely associated with the urban milieu of India and portray the problems of common man.

5. The play The Well of the People is written by Bharati Sarabhai.

Exercise

A) Write Short Notes on the following

1 The pre-independent Indian English Drama

2 Regional plays translated into English

3 Importance of Rabindranath Tagore as an early dramatist

4 Girish Karnad and the Indian English Drama

5 Modern Indian English Drama.

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B) Answer the following questions in three to four sentences each

1 Write a note on the origin and development of Indian English Drama.

2 What is the significance of bilingual dramatists in Indian English literature?

3 Explain Tendulkar's Silence! The Court is in Session as a translated play?

4 How did you find the place of mythology in Indian Drama?

5 The women playwrights of Indian English drama.

References for Further Reading

A) Try to read the following history books defining the brief history of Indian English Drama:

- Dwivedi, A.N. Indian Writing in English
- Naik, M.K. A History of Indian English Literature
- Naik, M.K. Dimensions of Indian English Literature

B) There are various audio-visual resources to study the history and development of Indian English literature in general and Indian English Drama in particular.

Vyas, is an educational channel dedicated to Higher Education under consortium for educational communication, New Delhi, India. Visit the following website to listen to a series of lectures by renowned professors on the given topic:

- https://www.cec.nic.in
- https://www.youtube.com/watch?v=LHwkFpYn89o

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SILENCE! THE COURT IS IN SESSION
BY VIJAY TENDULKAR

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Objectives

After studying this unit, you will be able to

1) understand the development of Indian English Drama
2) explain the importance of Vijay Tendulkar as a dramatist
3) explain the problems of the women in the male-dominated society
4) identify the life of Indian women under the orthodox system
5) explore a woman's inner self and identity.

Introduction

Vijay Tendulkar (1928 – 2008) is a versatile personality in the field of Indian writing. He was an all-rounder Marathi writer writing Plays, Novels, Short Stories, Musicals, Translations, Filmography, Screenplays and Dialogues. He also worked as a literary essayist, political journalist, and social commentator.

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Tendulkar mostly reflected on the real-life incidents or social upheavals focusing on the harsh realities of life in general and the society in particular.

Born in Girgaon, Mumbai and a middle-class family, Tendulkar received the literary environment with his father's small publishing business. The environment prompted him to write and act at the same time. In his teenage, he wrote stories, performed in plays and directed the scenes. His earlier writings left unattained, however, Śrīmant (1956) established him as a good writer. His early life and struggle for survival in tenements of Mumbai gave him the first-hand experience about life. He presented 'the common man' in his plays and made several experimental presentations with the help of his theatre groups Rangayan. His plays are set in a family structure and he explores violence, morally collapsed personalities, and violence in domestic, sexual, communal, and political forms.

There are many awards to his credit especially the Maharashtra Gaurav Puraskar (1999), Sangeet Natak Akademi Award (1970), the Padma Bhushan (1984), National Film Award (1977) and others. There are many plays to his credit too but he is best known for his plays Gidha□e (1961), Shantata! Court Chalu Ahe (1967), Ghashiram Kotwal (1972), and Sakharam Binder (1972).

Shantata! Court Chalu Ahe (1967) is his Marathi play based on a short story Die Panne (1956) meaning 'a trap'. The story was originally written by the German Short Story writer Fredrich Durrenmatt and followed by Tendulkar for his Shantata! Court Chalu Ahe ***(Silence! The Court Is in Session)***. The play was first presented in 1967 and adapted by Satyadev Dubey in the form of a movie in 1971. It was translated into English by Priya Adharkar.

The Characters in the Novel

Lena Benare: Benare is the central character, the protagonist of the Play. This protagonist is a single lady in her early thirties. She is a teacher by profession and the member of a theatre artists' group. We are told that she is having an illicit love affair with one, Professor Damale, and is carrying his baby. She is pregnant but Prof. Damale has disowned her. Her employer also fired her because of her unmarried motherhood as a sin. The deserted, pregnant and unemployed Benare is in troubles and worried about her unborn child. The courtroom mock trial undergoes with the charge of infanticide. Benare's 'real character' is brought to light in the disguise of this mock trial and the group members took this opportunity to insult her focusing her loose, immoral, and progressive lifestyle. We find Benare emotionally broken at the end of the play.

Samant: Full name of Samant is Mr. Raghunath Bhikaji Samant. He is the only local villager appearing in the play who helps the theatre players as a guide and helping hand, the only outsider. Samant is seen throughout the improvised trial. He is asked to play the role of a character who is absent today. We find Samant an interesting character when Miss. Benare attempts to approach him and makes certain advances. Raghunath Samant receives Miss. Benare as a kind

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and competent character and supports her for being single. He is the only character to show Benare kindness and openly defends her in mock.

Sukhatme is also a central character of the play, especially in the mock trial where he is playing the role of a typical lawyer for the prosecution. Today he is in trouble because both his opponents, Mr. Damale and Mr. Rawte are absent and he is supposed to act for the defence lawyer too. We enjoy his practice in the mock trial (the play).

Ponkshe Gopal N Ponkshe is a clerk by profession in his real life. Though unsuccessful in his basic schooling, Mr. Ponkshe is having high views of life in general. He is quite insecure about his professional status. He always tries to boast himself on the one hand and insult others on the other. He is single but interested in marriage. However, when Miss. Benare puts her marriage proposal, he took it another way. He thought it is his insult. He is the only to know that Professor Damale is the biological father of her unborn child. He plays a significant role in trapping Miss. Benare in the court trial.

Mr. Kashikar Needless to say that Mr. Kashikar is the husband to Mrs. Kashikar. Both are interesting characters in the play. This husband and wife pair is childless. They have taken Balu Rokde as adoption but in the form of their caretaker. Mr. Kashikar plays the character of a Judge and he is also the head of this group. He is a social worker in his real-life but his behavior with his wife doesn't appear social. He always abuses her and also critical of his theatre partners. He is rude on women and their bahaviour.

Mrs. Kashikar The better half of Mr. Kashikar is a supporting character of this group of theatre artists. She appears comic as she is always criticized and abused by her husband for everything she does or speaks. Her marriage with her husband couldn't give any issue and so she is desperate. Though this family has adopted ward in the form of Rokde, their sense of being incomplete as a family can be seen at times throughout the play. This causes an under treatment to Rokde treating him like a servant.

Rokde Balu Rodke is presented as a young man. He is adopted by Mr. and Mrs. Kashikar and lives with them. It appears that he is getting his education under the expenses borne by Kashikars. This burden of education and place in this family made Balu Rokde attend them in everything and everywhere. He is the least dignified character of the crew and treated like a peon or a servant. In the course of the action, we get that Miss. Benare has proposed Rokde for marriage and also asked him to claim the ownership of her unborn child, to which Rokde refused.

Karnik, unlike others, is the only professional actor. Though he joins the other characters in the living courtroom trial of Miss. Benare, he never turned too personal. He appears a sensible character to us. He is the only character who appears less conservative than Mr. Kashikar or Mr. Sukhatme and doesn't approve his fellow partners teasing independent women.

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Professor Damale is the only character who doesn't appear on stage. His name and reference frequent appears in the living courtroom trial. This man, with a highly dignified profession, fails in his social life and cheats Miss. Benare. His illicit love relationship with Miss. Benare has placed her in trouble and now she is carrying his unborn baby in her womb. Professor Damale, it appears that, has now deserted Miss. Benare in this critical condition and now she is in troubles. Her pregnancy has proved that Professor Damale was only interested in her body. Miss. Benare's appeal to marry could cast no impact on him.

Silence! The Court is in Session

Summary: I

The play ***Silence! The Court is in Session*** begins with the front door entry of Mr. Samant and Miss. Benare. As the title suggests, we get to know that the play is something to do with the court and the court business. It is true too. Originally, it is supposed to be a courtroom trial of the American President Johnson for using Atomic Bombs, however, to our shock and surprise, it turns to be a trial of its group member, Miss. Benare, for her adulterous life and a societal crime.

Mr. Samant and Miss. Benare unlocks and enters an empty meeting hall. The opening dialogues are in between these two where Benare is sucking on her finger after a small wound of the jammed door bolt and he is telling her of a magic show. Both are early entrants and the rest of the troop is yet to arrive from the train station. Her demand of 'going somewhere far, far away with Samant' and her questions on his marriage, and her attempt to go close to him makes him uncomfortable, confused. Meantime, Benare's monologue keeping her hand on her stomach alerts the audience that something is hatching up.

Immediately after this scene, the other characters Sukhatme, Ponkshe and Rokde enter. Benare attempts to make fun of these three over which Sukhatme comments that Benare should grow up. She appears to be a funny character in the beginning.

Mr. Karnik appears as an experimental theatre actor. Now he is discussing with Mr. Sukhatme about the late-night stage act performance. Both evaluate the room and think whether it is suitable for their trial. Mr. and Mrs. Kashikar arrive last. They are late because Mrs. Kashikar wanted her husband to buy her a floral garland. Over this, Karnik comments that when a husband and wife act lovingly in public life, they are attempting to hide something in private.

Benare starts setting the stage with the help of Samant. Mr. Kashikar is busy checking with stage properties and the rest members are considering the organization of the courtroom. Rokde appraises the troop that Prof. Damale is absent today. The reference to Prof. Damale changes the colour of Benare's face and she turns silent. When Ponkshe ask about it she becomes speechless. Mr. Kashikar is worried about who will play Damale's role and Sukhatme says he can perform both, the prosecuting and defence attorneys.

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Miss. Benare complains that they have performed the trial on atomic weapons multiple times and Sukhatme suggests going for a new and imaginary case just to pass time. The other intention was to teach Mr. Samant about the court manners who is supposed to play for the first time in the absence of some troop members. When Samant is sent outside to bring some pan and cigarettes, and when Benare leaves to wash her face, Karnik discloses a gossip about Benare. The others also confirm the news. So, finally, Sukhatme suggests entrapping Benare as a prisoner and the mock courtroom trial of Benare begins.

Mr. Kashikar suggests charging Benare with a charge of "social significance" and all approve the proposal. All immediately turn to action. They whisper in each other's ears and plan something. The group breaks up and arranges the furniture to look more like a court. Ponkshe then instructs others to hide in the wings to wait for Benare to return from the washroom. When she returns, Kashikar and Ponkshe traps Benare and charges her of a crime of extremely grave nature. Benare is stunned with the charge. Kashikar immediately moves to the judge's chair and the rest of the players took their pre-decided places. They place a wooden dock around Benare and Sukhatme performs the role of the lawyer. Samant who returns with pans and cigarettes could do nothing but to watch the stage in action and the Court accuses Benare of infanticide under Section No. 302.

Check Your Progress: I

a) Complete the following sentences by choosing the correct alternative.

1 The character that accompanies Miss. Benare in the opening scene of the play is ----------.

a) Mr. Samant b) Mrs. Kashikar

c) Balu d) Professor Damale

2 Basically, this group of artists was supposed to perform a case against President Johnosn for ----------.

a) its war against Irak

b) punishing Osama Bin Laden

c) producing atomic weapons

d) its unjust policy against humanity

3 Mrs. Kashikar taunts Miss. Benare saying, "I did mean to buy a ---------- for you too".

a) huaband b) garland

c) bottle of Tik-20 d) a school teachers' job

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4 The fourth witness of the play, ----------, was absent that day.

a) the school trustee b) Samant

c) Rokde d) Mr. Rawte

5 The group of actors entraps Miss. Benare by charging her of infanticide under ----------.

a) Section No. 304 b) Section No. 303

c) Section No. 302 d) Section No. 301

b) Write answers to the following questions in one word / one phrase / one sentence.

1. Who performs the role of a lawyer?
2. What is the role of Mr. Kashikar in the play?
3. What is the relation between Rokde and Mrs. Kashikar?
4. Who is Mr. Samant?
5. What is Benare by profession?

Summary: II

Act Two begins with the exact line of Act I asking Benare whether she accepts her charge of infanticide. Here, we see Benare shocked and speechless. The scene is followed by the arrival of Mr. Samant who brings in Pan and Cigarettes. Now, every member of the troop, except Benare, is enjoying their tastes. Samant offers Benare but she refuses. Her mood makes Samant uncomfortable. However, Benare immediately restores herself by attempting a smile on her face saying she was just trying to "create the right atmosphere" for the court. Now the members have also taken an interest in the charge. When Samant asks of 'infanticide', Karnik explains that in such trials there is no fun unless there's a special charge, a charge of social significance.

Over the time, we receive that the court is not that much serious regarding its rehearsal. We find the court discussing over the pan issue and taking 15 second break to spit out the pan. We also find Mr. and Mrs. Kashikar discussing, rather fighting, over some trifle family issues.

In the course of mock trial, Benare attempts to make fun of Rokde addressing him as Balu. The call 'Balu' makes Rokde angry and Benare enjoys it. We find that Benare is such a jolly lady that she makes fun of almost all. She asks if she can be accused of something else than infanticide. But when rejected, she mocks Kashikar too. In her attempt of defence, Benare says she is not guilty. She says she couldn't even kill a cockroach. Sukhatme, as a prosecutor, delivers his prosecution's speech stating the importance of 'motherhood'. Kashikar also adds to it with his Sanskrit knowledge saying mothers are 'higher than heaven' and 'a wife for a moment but a mother forever".

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The trial is followed by the next witness, Ponkshe. Ponkshe describes Benare as a schoolmarm. It seems that Ponkshe is not happy with Benare's personal affairs. He remarks that Benare is not a simple sort of lady. According to him, she is always after men. Benare objects this and disowns herself from the mock trial.

Kashikar insists that they should continue the trial. Prosecutor Sukhatme continues and witnesses Mr. Karnik. He too explains his philosophy on the mother and motherhood. Karnik seems to be in the form today. He is just making the most of the situation and proving more crucial to put Benare in trouble. When asked about Benare's conduct he replies that Rokde has some special about Benare and now Rokde is the witness.

Rokde unwillingly arrives in the witness box and turns speechless. Benare mocks at him. This makes Rokde humiliated and he snaps back. He informs the court that he has seen Benare visiting the house of Prof. Damale. The Court informs the prosecutor that he is going too personal but doesn't stop him from asking further questions. Benare gets agitated and asks all to not to indulge in her personal life. But the members appeal that she should not spoil the mood of the court and must not lose the 'fun' in the trial. Rokde moves ahead and describes that once he followed her and found her behavior suspicious which asks to lose her temper.

Now Sukhatme calls Mr. Samant to the witness box. Samant is unknown with both, the practice of the court and the 'fun game'. He is confused but takes the oath for practice. Sukhatme takes his trial and asks him several questions. Sukhatme tries to relate Samant's witness with the episode of Benare's vist to Prof. Damale. Samant replies that he wasn't there and had never met Damale. But Mr. Karnik tells him that everything is imaginary and then Mr. Samant begins to fabricate his piece of evidences. He imaginatively informs the court that he visited Prof. Damale's room; it was locked, not from the outside but the inside. He heard a woman crying inside, and he also heard the woman ask Damale, "if you abandon me in this condition, where shall I go?" This imaginary witness makes a stumping blow on Benare. The courtroom stands still. Benare cuts Samant off accusing him of lying and Ponkshe responds, "of course he is lying, any objection". This cuts Benare off. Samant also agrees that he is lying and explains that he is pulling his witness from the novel he is carrying in his hand.

Benare disapproves to continue the trial and begins to cry. She attempts to leave. Sukhatme remarks that something must be wrong because though Samant witnessed imaginatively he has struck on some truth, the truth that there is something wrong between Benare and Damale. He doubts that both were involved. Benare, unable to move out, reenters, collects her bag and purse and attempts to leave again but find it stuck from outside. She bangs it again and again but of no use.

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Check Your Progress: II

a) Complete the following sentences by choosing the correct alternative.

1 Mr. Ponkshe describes Miss. Benare as a ----------.

a) model lady b) Queen of the town

c) stubborn lady d) schoolmarm

2 Sukhatme remarks, "Woman is a wife for a moment, but a ---------- forever".

a) wife b) mother

c) daughter d) daughter-in-law

3 Balu Rokde produces ---------- to take the oath.

a) a dictionary b) The Bible

c) Guru Grantha Sahib d) The Quran

4 In a fit of anger Miss. Benare remarks, "There is no need to ---------- into this. I can visit whom I like".

a) resolve b) resign

c) fight d) drag my private life

5 Mrs. Kashikar attempts to teach Benare the value of ----------.

a) being a good teacher b) self-control

c) discipline d) being a good woman

b) Write answers of the following questions in one word / one phrase / one sentence.

1. What is the role of Balu Rokede in the mock trial?
2. What is the charge accused of Miss. Benare?
3. Why did the school fire Miss. Benare?
4. Who cheated Benare in the name of love?
5. What is the nickname of Benare?

Summary: III

The final act of the play continues with the last line of the previous act. We find the members of the trial court forcing Benare to move to the witness box. She is not willing to move. Rokade is helpless. Mrs. Kashikar forces her to enter the witness box. The prosecutors, the judge, the witnesses all are ready. The 'Court' orders the gathering to take over their respective places and asks Benare to take 'oath'. Benare is motionless and uncooperative.

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The court continues with 'the game', without the 'oath' of Benare. The questions regarding her age, marriage, education, service are over. When the discussion arrives on her marriage, the court asks why she is unmarried at this age. The lawyer asks her how she has managed to remain unmarried at this stage of life. The questions over her being unmarried make Benare irritated. According to Mrs Kashikar, she must have willingly remained so as it is an issue of these day women earning their own incomes leading to promiscuity. The delay in marriages is a social issue these days and the women prefer to live single because they can get 'everything they want'. According to her, this can well reflect in the bahaviour of Benare that is her living a freeway life, her promiscuous behavior, her moving freely around men, laughing, singing and dancing. Her association with Damle, her closeness with Rokde and her tempting Samant are good examples of it.

The witness of Mrs. Kashikar is followed by the witness of Balu Rokde. He takes his stand and boldly declares that Benare attempted to hold his hand after a performance last week. He informs the court that he argued with her, convinced her, and took himself away from the situation. He also informs how she requested him to keep it a secret and also threatened him if he spoke out. This witness infuriates Benare and she cries out at Rokade, but of no use.

The next witness is Ponkshe. He discloses that Benare is carrying a bottle of poisonous Tik-20 in her purse. He tells how he encountered with that bottle, and how Benare proposed him for marriage last week. Ponkshe informs the court how she pleaded him, informed him that she is pregnant and how she needs to marry as early as possible and wanted his help. When Ponkshe advanced to the next briefing Benare lost her temper and tried to leave but Mrs. Kashikar and others controlled her saying "discipline means discipline."

The witness of Ponkshe was followed by the witness of Karnik. He knew that Benare had attempted to commit suicide earlier. He informs the court that she was in relation to her maternal uncle and that relationship has already proved her a bad lady. This turns shocking for Benare and she again attempts to leave the court. Now the charge of infanticide moves towards the charge of immorality. The witness taunts Benare as "a sinful canker on the body of society." It was also witnessed by Mr Kashikar that Mr Nanasaheb Shinde, the head of her institute has decided to throw her out of her school. This news turns more shocking for Benare.

According to the members of the troop, Benare has proved herself as a heinous blot on the motherhood. She is the public enemy number one. According to a member, the charge of infanticide is less significant than the charge of having unwed motherhood. The women like Benare will lead society towards immorality, a perennial danger.

The court allows Benare to speak for ten seconds in her defence.

Benare speaks, speaks for the first time as a witness. The music begins, the light changes, the rest of the characters gets freeze and Benare comes to action.

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She delivers a long speech which brings out all her malice against the men, the society and the system. She explains how she loved, how she was used and how she got deserted by her own people. She admits that she has committed a sin that she loved her maternal uncle. She repeated the mistake by loving Prof. Damle. Her question, 'is it only my fault?' shakes the very nerve of the audience. She declares that she is carrying a baby and is desirous of carrying it ahead, but she is helpless. That's the reason why she attempted to commit suicide. When this scene ends, the play moves towards the end where all the characters applaud each other except Benare for that wonderful trial and moves towards the final preparations of the predefined show, the case against President Johnson.

Check Your Progress: III

a) Complete the following sentences by choosing the correct alternative.

1 Act III begins with a demand, where ---------- requests the Judge "to let the accused herself be summoned to the witness-box".

a) Prof. Damale b) Miss. Leena Benare

c) Mr. Sukhatme d) Balu Rokde

2 Mr. Ponkshe found Miss. Leena Benare carrying the bottle of ---------- in her purse.

a) Mig 20 b) Tik 20

c) Twenty 20 d) Last 20

3 Disgusted with the courtroom trial, Benare attempts to leave the room but ---------- seizes her and brings to the witness box.

a) Samant b) Rokde

c) Mr. Kashikar d) Mrs. Kashikar

4 Mr. Kashikar, the Judge himself, appears before the court to witness against Benare. He appears as a ----------.

a) Social Worker b) Judge

c) colleague to Benare d) the Head Master

5 In its final verdict against Benare, the court orders: "You should live, but ----------.

a) pay the fine

b) the child should be taken care of

c) Prof. Damale should die

d) the child should be destroyed

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b) Write answers of the following questions in one word / one phrase / one sentence.

1. What is the central theme of the play ***Silence! The Court is in Session?***
2. Who translated ***Silence! The Court is in Session*** into English?
3. What is the point of concern in the family life of Mr. & Mrs. Kashikar?
4. What is the punishment levelled against Benare?
5. Why did Benare carry a bottle of Tik-20 in her purse?

Summary

The Play opens with the entry of Samant and Benare. They unlock an empty meeting hall where Samant enters carrying a lock and a key, a toy parrot, and a book. Benare sucking on her finger. Samant's explanation on the malfunctioning of the door on the one hand and Benare's search for a suitable husband on the other raises the audience's eyebrows. Samant is confused to find Benare alone heading to the destination and more confused to see her advancing and referring to him as "a very pure and good person," asking about his wife. He clears that 'he has never married'. In the course of time, we get to know that she has arrived at a meeting hall to perform a living courtroom for the villagers. We also get that she is not happy with her colleagues, unmarried, newly pregnant and fired from her job as a school teacher. She has been fired with a view that her immorality would pass on to the children and endanger the whole society.

In the very first act of the play, we get introduced with almost all the major characters of the play. The major characters are Sukhatme, Mr. and Mrs. Kashikar, Balu Rokde, Ponkshe and Karnik, along with Benare and Samant. They all follow each other on the main stage one by one and are about to start the show. However, the two members of this company, Professor Damale and Mr. Rawte, are absent and the group is in trouble. Though they are well versed with their roles and performances, they decide to go for another live rehearsal to improvise the trial. They decide to keep most of the roles the same. Sukhatme performs as the lawyer, Mr. Kashikar as the sitting judge, the other witnesses are same. The only change they make is the accused Miss. Benare. They accuse her because Mr. Ponkshe and Mr. Karnik secretly knew a secret thing in her personal life. They knew that Miss. Benare is secretly pregnant and has attempted to commit suicide. So they charge her with infanticide.

Bold Benare begins the trial mischievously and attempts to tackle all questions raised against her in the first half. This makes her partners disturbed and they begin to raise questions related to her personal life. This makes Benare upset. The group members seem to be unhappy with Benare's lifestyle as an unmarried, outspoken woman. They take this opportunity to criticize her. The trial heats up when Balu Rokde puts his witness that he went to Damale's house one afternoon and saw Benare inside. Surprisingly, this appears to be a real-life incident in the life of Benare. From this moment onwards the trial turns serious.

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The witness of Samant unknowingly referring to certain pages from the novel he is carrying also hints the protagonist's love relation and pregnancy. Benare found it difficult to declare that she is love with Professor Damale, is in relation with him and is pregnant and carrying his baby.

The cast realizes that Benare has turned serious. It means that there is something true behind the rumours. The trial becomes more serious. Benare tries to leave the courtroom but fails. The room has once again been locked from outside. Now there is no option for her than to stay in the hall and face the trial. The following witnesses Rokde, Ponkshe, and Karnik reveal details of her personal life. They also reveal that Benare had approached them asking to marry her and raise her child.

The trial comes to an end where prosecutor Sukhatme advances a case against her. He pleads that the behavior of Benare has made a crime against the entire motherhood. The court gives Benare little time to give a rebuttal. Here, Benare gives her dynamic views where she wishes she had the time or courage to give about her search for love, her love of teaching, and her commitment to raising her baby.

In the end, this mock court withdraws its trial and comes to reality. The characters rejoice and head for the real case, the case against President Johnson for his use of atomic bombs. The whole group goes to Benare and cheers her saying 'it was just a game'.

Glossary

adjoining	:	(of a building, room, or piece of land) next to or joined with
jumbled	:	mix up in a confused or untidy way
basket	:	a container used to hold or carry things, typically made from interwoven strips of cane or wire
marvelous	:	causing great wonder; extraordinary
embarrassed	:	feeling or showing embarrassment
incredulously	:	in a manner indicating disbelief
bhajan	:	a devotional song
inquisitive	:	having or showing an interest in learning things; curious
nephew	:	a son of one's brother or sister, or of one's brother-in-law or sister-in-law
hypnotism	:	the study or practice of hypnosis (the induction of a state of consciousness in which a person apparently loses the power of voluntary action and is highly responsive to suggestion or direction)
amusement	:	the state or experience of finding something funny
brisk	:	active and energetic
threshold	:	a strip of wood or stone forming the bottom of a doorway and crossed in entering a house or room
jealous	:	feeling or showing an envious resentment of someone or their achievements, possessions, or perceived advantages

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poise	:	graceful and elegant bearing in a person
boredom	:	the state of feeling bored
swatting	:	hit or crush (something, especially an insect) with a sharp blow from a flat object
desperate	:	feeling or showing a hopeless sense that a situation is so bad as to be impossible to deal with
precedents	:	an earlier event or action that is regarded as an example or guide to be considered in subsequent similar circumstances
factotum	:	an employee who does all kinds of work
enclosures	:	an area that is surrounded by a barrier
intonation	:	the rise and fall of the voice in speaking
tiny	:	very small
mingle	:	mix or cause to mix together, move among and engage with others at a social function
flamboyant	:	(of a person or their behaviour) tending to attract attention because of their exuberance, confidence, and stylishness.
instinctive	:	relating to or prompted by instinct; done without conscious thought
suppress	:	forcibly put an end to
snappily	:	
irritated	:	showing or feeling slight anger; annoyed
prosecute	:	institute or conduct legal proceedings against (a person or organization)
flabbergasted	:	surprise (someone) greatly; astonish
hesitation	:	the action of pausing before saying or doing something
frivolous	:	not having any serious purpose or value
facetious	:	treating serious issues with deliberately inappropriate humour; flippant
gesticulating	:	use gestures, especially dramatic ones, instead of speaking or to emphasize one's words
bustle out	:	move in an energetic and busy manner
trial	:	a formal examination of evidence by a judge, typically before a jury, in order to decide guilt in a case of criminal or civil proceedings
infanticide	:	the crime of a mother killing her child within a year of birth
homicide	:	the killing of one person by another
precedent	:	an earlier event or action that is regarded as an example or guide to be considered in subsequent similar circumstances
adjournment	:	an act or period of adjourning or being adjourned
contempt	:	insult of a court
prosecution	:	the institution and conducting of legal proceedings against someone in respect of a criminal charge
triumphant	:	having won a battle or contest; victorious
offensive	:	causing someone to feel resentful, upset, or annoyed
guilt	:	the fact of having committed a specified or implied offence or crime
brats	:	a child, typically one that is badly behaved

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whack	:	strike forcefully with a sharp blow
clasp	:	grasp (something) tightly with one's hand

Answers to check your Progress: I

a) Complete the following sentences by choosing the correct alternative.

1 The character that accompanies Miss. Benare in the opening scene of the play is Mr. Samant.

2 Basically, this group of artists was supposed to perform a case against President Johnson for producing atomic weapons.

3 Mrs. Kashikar taunts Miss. Benare saying, "I did mean to bay a garland for you too".

4 The fourth witness of the play was absent. The absent witness was Mr. Rawte.

5 The group of actors entraps Miss. Benare by charging her of infanticide under Section No. 302.

b) Write answers to the following questions in one word / one phrase / one sentence.

1. Mr. Sukhatme performs the role of a lawyer.
2. Mr. Kashikar is head of the troop and performing as a Judge in the play.
3. The relation between Balu Rokde and Mrs. Kashikar is that of a child and an adopted mother
4. Mr. Samant is a local resident.
5. Benare, by profession, is a teacher.

Answers to check your Progress: II

a) Complete the following sentences by choosing the correct alternative.

1 Mr. Ponkshe describes Miss. Benare as a schoolmarm

2 Sukhatme remarks, "Woman is a wife for a moment, but a mother forever".

3 Balu Rokde produces a dictionary to take the oath.

4 In a fit of anger Miss. Benare remarks, "There is no need to drag my private life into this. I can visit whom I like.

5 Mrs. Kashikar attempts to teach Benare the value of self-control.

b) Write answers to the following questions in one word / one phrase / one sentence.

1. Balu Rokede performs a 'witness' in the mock trial.
2. The charge accused against Miss. Benare under Section 32 is of infanticide.

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3. The school fired Miss. Benare for her adultery and illicit relationship with Professor Damale.
4. Professor Damale cheated Benare in the name of love.
5. The nickname of Benare is 'schoolmarm'

Answers to check your Progress: III

a) Complete the following sentences by choosing the correct alternative.

1 Act III begins with a demand, where Mr. Sukhatme requests the Judge "to let the accused herself be summoned to the witness-box".

2 Mr. Ponkshe found Miss. Leena Benare carrying the bottle of Tik-20 in her purse.

3 Disgusted with the courtroom trial, Benare attempts to leave the room but Mrs. Kashikar seizes her and brings to the witness box.

4 Mr. Kashikar, the Judge himself, appears before the court to witness against Benare. He appears as a Social Worker.

5 In its final verdict against Benare, the court orders: "You should live, but the child should be destroyed.

b) Write answers of the following questions in one word / one phrase / one sentence.

1. The central theme of the play ***Silence! The Court is in Session*** is the immoral behavior and single motherhood.
2. Priya Aharkar translated ***Silence! The Court is in Session*** into English.
3. The only point of concern in the family life of Mr. and Mrs Kashikar is not having an issue of their own.
4. The punishment sentence levelled against Benare says "She should live but the child in her womb shall be destroyed".
5. Benare carried a bottle of Tik-20 in her purse to end her life, to commit suicide.

Exercise

A) Write Short Notes on the following

1 Mr. and Mrs. Kashikar as a family

2 The opening of the play ***Silence! The Court is in Session***

3 The Plot structure of the play ***Silence! The Court is in Session***

4 Balu Rokde as a smart attendant

5 The Character of Miss. Leena Benare

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6 The climax of the play ***Silence! The Court is in Session***

7 Sukhatme as a prosecutor

B) Answer the following questions in three to four sentences each

1 Comment on the social issue discussed in the play

2 Describe the character of Leena Benare as an entrapped woman

3 Describe Geeta struggle for identity.

4 ***'Silence! The Court is in Session*** as a social play' - Discuss

5 How would you defend the character of Benare?

6 Why did Benare attempt several marriage suits?

7 Why did Benare's behavior with Samant appear strange in the beginning?

8 Why did Benary carrying a bottle of poison in her purse?

9 Why did the school management fire Miss. Benare?

10 Describe Tendulkar's attempt to focusing on the social problem of single-motherhood.

References for Further Reading

A) There are many works written by Vijay Tendulkar. Try to read any of the following novels by her:

- Ghashiram Kotwal, (1984)
- Mitrāchi Goshta: A Friend's Story: A Play in Three Acts (2001)
- Kanyādān, (2002)
- Sakharam Binder: Translated by Kumud Mehta and Shanta Gokhale (1972)

B) ***Silence! The Court is in Session*** received wide popularity in the field of Indian writing in English. The novel has also been prescribed in many universities for UG and PG courses. There are various Audio-Visuals interpreting this novel with animations and graphics. The same novel was adapted for a film version with the original Marathi title, Shantata! Court Chalu Ahe. Go to the following link to see the adaptation:

https://www.youtube.com/watch?v=c6uS6g69zOI

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UNIT - 1
DIRECTION

1.0 LEARNING OBJECTIVES

After studying this topic, student should be able to

1. Understand the meaning, definition, importance and nature of Direction.
2. Get the knowledge about the Principles of Direction
3. Learn the Techniques of Direction.
4. Understand the Components of Direction.

1.1 Introduction

1.2 Meaning, Definitions, Importance and Nature of Direction

1.3 Principles of Direction

1.4 Techniques of Direction

1.5 Components of Direction

1.6 Summary

1.7 Questions for Discussion

1.8 References

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1.1 INTRODUCTION

The functions of the management can be described in the abbreviation as POSDCORB. It comprise as the Planning, Organising, Staffing, Directing, Co-ordinating, Controlling, Recruitment and Budgeting. The term directing includes the subcomponent as leadership, communication, motivation and supervision. Direction is the function of directorial and guiding, overseeing and leading the employee. Directions includes the basic things such as work ordering, instruction to subordinates etc. It may work as the ambassador between the management and workers. Directions involves the replicating operative action towards the execution of organisational objectives and goals. Direction is a process of doing actions and it is concern with low as well as top level management. It can be said that direction is one of the major and key function of management.

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1.2 MEANING, DEFINITIONS, IMPORTANCE AND NATURE OF DIRECTION

1.2.1 Meaning and Definitions of Direction

Meaning: The term direction means to guide. Direction is one of the major components of management. Without direction manager cannot achieve the predetermined goal. Direction is the omnipresent function of the management. It is a managerial function, which is performed by the manager in management. Direction in management relates to the instruction, guidance and motivation to the employee. In the process of direction manager has to confirm the plan for ensuring the performance of his subordinates. Direction involves the five elements as leadership, communication, motivation, supervision and co-ordination.

Definitions of Direction

The term direction is defined as:

1. **S. S. Chatterjee:** "Direction is the sum total of managerial efforts that is applied for guiding and inspiring the working teams to make better accomplishments in the organisation"
2. **Koontz and O'Donnell:** "Direction is the impersonal aspect of managing by which subordinates are led to understand and contribute effectively and efficiently to the attainment of enterprise objectives."
3. **Ernest Dale:** "Direction is telling people what to do and seeing that they do it to the best of their ability. It includes making assignments, corresponding procedures, seeing that mistakes are corrected, providing on-the-job instructions and of course, issuing orders."
4. **Urwick and Brech:** "Direction is the guidance, the inspiration, the leadership of those men and women that constitute the real core of the responsibilities of management."
5. **J. L. Massie:** "Direction concerns the total manner in which a manager influences the actions of subordinates. It is the final action of a manager which is getting others to act after all preparations have been completed."
6. **Pearce and Robinson:** "Direction is a managerial function that involves the responsibility of managers for communicating to others what their roles are in achieving the company plan."
7. **Terry and Franklin:** "Direction is getting all the members of the group to want and to strive to achieve objectives of the enterprise and of the members because the members want to achieve these objectives."

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In short, direction pledges action in the organisation conferring to certain set of standards which is predefined, rules and regulations. It is related with the utilisation of the human efforts and human resources to achieve certain predetermined goals in a stipulated period of time.

1.2.2 Importance of Direction

Direction puts the plan into action. Direction is one of the major and important function of management. Direction is essential for the implementation of the administrative policies of the organisation. Direction helps to motivate the subordinates for achieving the predetermined goal of the organisation. Manager has to perform the role of director through his actions of guiding, motivating and instructing to his subordinates. Direction is concern with the getting co-operation between the subordinates. Direction is the fundamental element of the management. Direction is the basic and key factor of management. It is also called as the heart of the administration. Direction work as a road map for the organisation. The role of manager is crucial in the origination and it is to be play by him. The importance of the direction is based on the functions of management. An effective direction has lot of benefits. It is very near to the effective administration. Its importance can be explain through the followings:

1. **Initiates Action**

   Direction works as the sparking point in the organisation. It comprises planning, organising and many more functions. Direction initiates the action that motivates people to convert the resources into productive outputs. It actives the managers subordinates to do the work as per planned. It gives ingredient to managerial functions of planning, organising, staffing and controlling. Without direction planning, organising any other functions becomes useless. Direction works as an initiate for the organisation. It helps in achieving the objectives and goals of the organisation.

2. **Safeguard for achieving co-ordination**

   Direction ensures the coordination. Each and every individual employees working in the organisation is interrelated with each other. Directing aims at continuous supervision of activities going in the organisation. Each and every individuals in an organisation is connected with others. It achieves coordination by ensuring that people work towards planned activities in a coordinated manner. It incorporates the actions of employees that growths their understanding of mutual interdependence and their collective effort to achieve the organisational goals. It also helps to harmonies individual goals with organisational goals.

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3. Creates a sound work environment

If directions are on the proper way, it facilitates in improving the work environment. Further if directions are issued in after participative consultation with employees, it creates an environment of understanding where employee work to their maximum potential and do the task with the motive of willingness to do it.

4. Facilitates growth

Direction helps directly as well as indirectly for achieving the stability of the organisation and it converts into growth and development of business organisation. Direction works through leadership and communication which are the real lifeline of the business organisation. Direction facilitates the growth of an organisation. It corresponds physical, financial and human resources. Director or manager balance the various departments in an organisation and creates assurance between the employees. Direction also helps in doing the work in harmonious way which is additional benefit from the organisations point of view.

5. Facilitates Changes

For incorporating and implementing the change management has to motivate and direct the employees. Organisation has to adopt and inculcate the environmental changes. Direction assists in introducing change in the organisational structure and adapting the organisation structure to the external environment. Generally employees resist the change, and the director or manager has to play the role of motivator in changing attitude of employee towards the change. It helps in accepting the change.

6. Develops managers

If managers are motivated, then they can direct to others to do work. Managers has to develop their skills which can be a direction to others to follow. If managers and employees work with the co-ordination, it promotes skills of the employees and develops managers to assume responsibilities of higher levels in the organisation. Indirectly direction helps in developing the future managers from the current employees.

7. Promotes Stability

For surveying in long term every business organisation has to keep balance between different departments. Effective leadership and communication can establish the stability for the organisation.

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8. **Helps in controlling**

   Direction is helpful in controlling the employee's behaviour as well as the work done by them. Coordination carries the performance and the plan. The direction function facilitates the controlling.

9. **Satisfaction to employees**

   Direction contains the behaviour of employees, who are human being. If every employee is satisfied and inspired, he can be work for achieving in organisational objectives and goals.

10. **Increase the productivity**

    Highly motivated employees helps in achieving the organisational goal within a stipulated period of time or before. It shows that there is increase in productivity. Well directed and motivated employee gets maximum output from the same input. It is nothing but an increase in productivity.

11. **Develops efficiency**

    Every individual employee has his own potential with the updated knowledge and skills. Direction facilitates and encourage the managers which may influence the views and opinions regarding the task. Direction improves the capacity of doing work in the organisation, which automatically helps in achieving the organisations goal and objectives within the stipulated period of time.

1.2.3 Nature of Direction

Direction is the heart of management. It has to take the decision, guide the subordinates and counsel them for doing the task. It has one kind of situation for doing a specific task within a stipulated period of time where the director or manager insist the employees for doing the work. Without direction management cannot function well. In the organisation direction gives the boost to the employees, through which the nature of management can be describe as:

1. **Key Function of Management**

   Direction is one of the key function of the management. It aids in achieving the organisations objectives and goals in time. The manager has to perform the duties of sailor and drive the ship in appropriate way. The direction function helps the organisation to achieve the organisational goals and objectives.

2. **Perform by all Levels of Management**

   Basically direction is the function of top and middle level management, but now a days it is performed by all levels of management. Managers at all levels of management in well-designed

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areas direct their subordinates. Top managers guide middle and middle guide lower levels and lower level managers who further direct supervisors and workers. Hence direction is performed by all level of management.

3. Continuous Process

Direction is a continuous process as it is one of the basic nature of management. The manager has to perform the duties of felicitator and guide the subordinates continuously. It is a continuous process of guiding the others behaviour.

4. Link between the Functions of Management

Management has to perform the various types of functions for instance POSDCORD (Planning, Organising, Staffing, Direction, Coordination, Recruitment and Direction) where direction work as bridge between all the functions. Through the controlling functions direction links the other functions.

5. Involves Human Relationships

Direction is related with the human beings. It is performed by one human being for another one. Direction tries to encompass cooperation and unity among the groups and its members.

6. Works for Objectives

Direction works for the basic two objectives that is to get the work done in time and to observe the managements work in a systematic and responsible manner.

7. Centreward

Direction works at centre place of an organisation, where other functions are performed by around it. All the activities are happened around the basic function of management that is direction. In short it can be said that direction works for achieving the organisational goals which is the basic nature of direction.

8. No Backup of Rules

Direction cannot be tested on by using specific mathematical tools. It is based on the behavioural science and it doesn't have any kind of support from the organisation or rule. It deals with the human behaviour, manager's study and different features of human psychology.

For getting assurance of greater participation of workers in carrying out the organisational activities, they should take part in the meetings to discuss various direction policies. Every person in the organisational hierarchy is superior to

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some and subordinate to others except those at the top and the bottom. Direction maintains and toughens superior-subordinate relationships and inspires everyone in the organisation to have a common vision, that is, contribution to organisational objectives and goals.

1.3 PRINCIPLES OF DIRECTION

Direction works with its own principles. Some of the important principles of the direction are as:

1. **Maximum Individual Contribution**

   As per this principle management has to adopt that all directing policy through which the employees get motivated which helps in the maximum contribution of the individual employee in an organisation. Automatically it helps in achieving the organisation goals and objectives which have been set before. Individual's performance can be regarded as effective only when every individual employee in the organisation contribute towards the achievement of an organisational goal.

2. **Principle of Harmony**

   Direction is the lubrication in the management of an organisations. It works through the communication. As per this principle there must be mutual understanding and coordination between organisation and individual employee's objectives. Generally employee's work in an organisation for getting higher salary, job satisfaction, promotion etc. while an organisation works for organisational goal and to get success in the market by increasing the market share. Many times there may be a conflict between the employees and management, where direction has to play the role of mediator and resolve the issues through and maintain the harmony. Here management has to establish the coordination between the organisation and employee. The direction is effective only when the individual employee's objectives are helpful and concern with the organisations objectives.

3. **Principle of Unity of Command**

   As per this principle subordinates must get proper direction from one manager or head at a time. If any subordinate gets directions from more than one manager or head at that time subordinate will be unable to decide order of priority of his work in the organisation, where it can be results into confusion and it may convert into conflict. Unity of command principle concern with the one person have only one superior at a time.

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4. Managerial Communication

According to this principle the management should be explained the duties and responsibilities in an appropriate manner. Where the subordinate should get the same meaning which is supposed to be there. Communication simplifies the job of the subordinates and they need not to go for the manager repeatedly for enquiry.

5. Principle of Informal Organisation

As per this principle there must be a free flow of information among the subordinates. The success or failure of the organisation is depends on the effective exchange of the information to what extent it has been flows from top level management to the low level management or employees. Here the information can be flowed in the form of informal or formal way. With this it is also fact that in every formal organisation, there is an informal groups. The manager should trace such kind of groups and use them to communicate the information in an informal way.

6. Leadership

Leadership is a technic of handling subordinates or employees through giving appropriate directions. Leader has to instruct his subordinates and they have to follow the same. If leader is autocratic in nature it may disturb the functioning of direction in an organisation and if the leader is having a nature of democratic style, it can grow the business organisation.

7. Principle of Follow up

In an organisation many times it is assumed that whatever directions are given to the employees, on the basis of that they will complete the task. But in reality it is not happened liked that. Once direction given to the employee there must be follow up. Many times it happens that whatever directions are given to the subordinates they ignore it and if the directions ignored is the indication of failure. To avoid these kind of situation manager has to take the follow up which becomes the prerequisite.

8. Principle of Direct Supervision

It indicates the direct supervision from the manager and his guidance on the job. It can boost the morale of the employees, which helps in positivity and increase in productivity. If the directions are as per the requirement and on time, it helpful in achieving the predetermined objectives of the organisation. Among the principles of directing, this one states that suitable direction techniques should be used to oversee, lead, communicate and motivate the employees based on their needs, competences, attitudes and other situational variables.

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1.4 TECHNIQUES OF DIRECTION

Direction is a process of guiding the subordinates for simplifying the work. For simplifying the work the manager has to adopt some kind of techniques which can be useful for taking decisions and achieving the objectives of the organisations. Direction has the following major techniques:

1. **Consultative**

   While taking any kind of decision the manager or director has to consult with the executives and his subordinates too. Through consulting he get the opinion of the subordinate which may help in the process of direction. Consultations with the subordinates helps in developing the attitude of belongingness within the employees or subordinates with the sense of responsibility.

2. **Let go**

   In this techniques the manager think that he has already given the direction to his subordinates and they can do the task, so let they do the task. But with this he is always available for the guidance at any point of time. This technique is useful because of the availability of freedom to the subordinate in the work, which also shows the trust on employee by the manager.

3. **Autocratic**

   This is one of the older technique which is used by many leader or director or manager for handling and directing the subordinates. It is possible only because of availability of powers with the manager. By using the powers manager/ director act as a dictatorial and he expect nobody will oppose him. In autocratic techniques of direction manager impose his views and opinions on his subordinates.

1.5 COMPONENTS OF DIRECTION

Components of direction is also known as elements of direction. Some of the elements or components of the directions are as:

1. **Leadership**

   Leadership is the inborn quality of leader, but in some cases it can be develop with the aid of training and development. A leader has to play the role of director in the organisation. He functions as the facilitator of his followers. He interprets the objectives of business organisation

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and leads the organisation as a team towards the achievement of the goals. A leader is person who takes initiatives, take the decisions and his followers follow him. For this a leader must be a good performer. Leadership is one of the required and important element of the direction, where a leader guide his subordinates.

2. Communication

Communication is an exchange of ideas, facts, opinion and thoughts between two or more person. In direction manager has to communicate many things to his subordinates. He continuously tell many things about what to do? How to do? When to do? And where to do? With this he must be able to get the feedback of his subordinates, which is the core part of nay communication. Communication establish the bridge between every individual and the group or a members of the group. Effective communication can inculcate the organisations culture within the employee. Communication includes the transmission of policies, orders, instructions and procedure from top level of management to the lower level. Disturbance in the communication process may breaks the routine of organisation. Communication can be develop effectively through mutual understanding which comprises cooperation and development of good coordination in the organisation. In communication manager should explain the description of the job in simpler way.

3. Motivation

Motivation is nothing but inspiring the subordinates for doing the work allotted to him with a zeal and willingness to do the same. Motivation is a process which excites the employees to do the work which helps in attaining the organisations goals and objectives. Motivation is the only factor which is dynamic and multi facets which offer the work culture of an organisation. Motivation is an action to towards the inspiration of doing the work. Motivation is a creation of willingness and co-operate in the routine work of an organisation. Motivation helps to improve the productivity with the high moral of employees. Motivation helps the organisation to push the employees towards the desired actions and management has to do it at the right time. Any manager has to understand the human psychology while directing the employees in organisation. He can get the desired results only if he act as a good motivator. Motivation stimulates the employee in positive manner for doing the assign task.

4. Supervision

In the process of directing manager supervise his subordinates. The manager observe that the workers are doing their work properly or not. He observe that the how much the employees waste the materials and

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what kind of efforts are being taken by them to improve the productivity. In some cases supervision may include the technical guidance to the employees and appropriate directions. Supervisor is the trained and skilled person in the organisation who guide the others. Supervision is the monitoring the progress of the regular work of subordinates. It is overseeing the subordinates and guiding them, if they are not doing the same in an appropriate manner. It is one of the essential and important part of the direction. Supervision is at bottom to top level of management. It has important characteristics in face-to-face communication between the manager or supervisor and the employees or worker.

5. Co-ordination

Co-ordination proves the better employees relationships, which work together for achieving the common goal of the organisation. Coordination is a core element of direction. It comprises communication, leadership, motivation and supervision. If there is a healthy coordination between the manager and his subordinates it helps in progression of an organisation. Even though it can be said that coordination is the gist of management. Coordination gives an orderly arrangement of efforts taken. Mutual coordination among the employees, manger and supervisor helps in achieving the organisational goals and objectives within the stipulated period of time.

1.6 SUMMARY

The functions of the management can be states as the Planning, Organising, Staffing, Directing, Co-ordinating, Controlling, Recruitment and Budgeting. The term directing includes the subcomponent as leadership, communication, motivation and supervision. Direction is the function of directorial and guiding, overseeing and leading the employee. Directions includes the basic things such as work ordering, instruction to subordinates etc. It may work as the ambassador between the management and workers. Directions involves the replicating operative action towards the execution of organisational objectives and goals. Direction is a process of doing actions and it is concern with low as well as top level management. It can be said that direction is one of the major and key function of management. Direction is the fundamental element of the management. Direction is the basic and key factor of management. It is also called as the heart of the administration. Direction work as a road map for the organisation. The role of manager is crucial in the origination and it is to be play by him. The importance of the direction is based on the functions of management. An effective direction has lot of benefits. Manager has to take the decision, guide the subordinates and counsel them for doing the task. It has one kind of situation

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for doing a specific task within a stipulated period of time where the director or manager insist the employees for doing the work. Without direction management cannot function well. In the organisation direction gives the boost to the employees. The principles of the direction can said as maximum Individual Contribution, Principle of Harmony, Principle of Unity of Command, Managerial Communication, Principle of Informal Organisation, Leadership, Principle of Follow up, Principle of Direct Supervision and so on.

Basically there are three types of techniques of direction such as Consultative techniques, Let go technique and Autocratic. With this there are some of the components of the direction well-known as elements of direction. Some of the elements or components of the directions are as leadership, communication, motivation, supervision and co-ordination.

1.7 QUESTIONS FOR DISCUSSION

1. Define the term Direction. State the importance of the direction.
2. What is the nature of direction?
3. Explain in detail the principles of direction.
4. What are the techniques of direction?
5. Explain in detail the components of direction.

1.8 REFERENCES

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UNIT - 2
MOTIVATION

2.0 LEARNING OBJECTIVES

After studying this topic, student should be able to

5. Understand the meaning and Concept and Importance of Motivation.
6. Get the knowledge about the Individual behaviour and motivation
7. Get well acquainted with Maslow's need hierarchy theory.
8. Get well acquainted with Theory X and Theory Y
9. Understand the concept of Carrots and sticks approach to motivation.
10. Understand the Techniques of motivation.
11. Analyse the correlation between Money and motivation
12. Evaluate the concept of Motivation and morale

2.1 Introduction

2.2 Concept and importance of motivation

2.2.1 Meaning of Motivation

2.2.2 Definitions of Motivation

2.2.3 Types of Motivation

2.2.4 Importance or the Significance of Motivation

2.3 Individual Behaviour and Motivation

2.4 Maslow's Need Hierarchy Theory

2.4.1 Limitations of Maslow's Need Hierarchy Theory

2.5 Douglas McGregor's Theory X and Theory Y

2.6 Carrots and sticks approach to motivation

2.6.1 Following are some of the suggestions of Carrot and Stick Approach

2.6.2 Specific Carrots/ Rewards and Sticks/ Penalties

2.7 Techniques of Motivation

2.7.1 Financial Motivation

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2.7.2 Non-Financial Motivation
2.8 Money and motivation
2.8.1 Money as a Best Motivator
2.9 Motivation and Morale
2.9.1 Motivation
2.9.2 Morale
2.10 Summary
2.11 Questions for Discussion
2.12 References

2.1 INTRODUCTION

Motivation is the key aspect from the management point of view. Highly motivated employees are the human assets for the organisation. Every employer expect that his employee must be high performer and he has to complete the maximum work within a minimum period of time. With this every employee expect higher salary for what they do in the organisation. Many times it happens that the salary for the work is not sufficient and hence employees may demotivate. Managers have to motivate the employee by offering monetary and non-monetary benefits. Motivating the employees is one of the challenging task for management. The management is look in the matter of work done by employee for achieving the expected results. Motivation is one of the essential part of direction. It is one of the major responsibility of manger of any company. The successful manager knows that how to motivate the subordinates. Basically human motives are based on certain needs which may be primary and secondary needs. The management has to improve the performance of employees by motivating them through primary or secondary human motives. The manager has to use his intellectual level in matching the employees need with the organisational requirement, where he can decide how much motivation is needed for completing the work within expected time and results too. However, motivating the employees is one of the thought-provoking and difficult task for manager. He can offer monetary of non-monetary rewards as a part of motivation.

2.2 CONCEPT AND IMPORTANCE OF MOTIVATION

2.2.1 Meaning of Motivation

Motivation is the term derived from the word 'motive'. It means a make a person energetic through trying various way. Motive is an innermost quality of

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human being which is to be identify and develop and stimulate the person for doing particular task. Motivation is an activity of inducing people to do the work in an organisation. In management manager motivate his employees through which he can promote productivity. The original meaning of the word motive compacts with the movement. Movement is essential and fundamental part of motivation. To create willingness among the employees and perform up to the best of his capacity is one of the major function of management. Therefore the role of a manager is to arouse interest in performance of employees in their jobs. Motivation is a psychosomatic portent which means needs and wants of the individuals have to be undertaken by framing an inducement plan. Unmotivated employees in any businesses have to face the less productivity with high turnover rate.

2.2.2 Definitions of Motivation

Some of the important definition of motivation by various authors are as:

1. Mc. Farland: "Motivation refers to the way in which urges, drives, desires, aspirations, and strivings or needs direct, control or explain the behaviour of human beings".
2. Edwin Flippo: "Motivation is the process of attempting to influence others to do your will through the possibility of gain of reward".
3. Koontz and O'Donnell: "Motivation is a general term applying to the entire class of drives, desires, needs, wishes and similar forces that induce an individual or group of people to work".
4. W. G. Scott: "Motivation means a process of stimulating people to action to accomplish desired goals".
5. Webster: "Something within a person (as need, idea….or emotion) that incites him to act".
6. Dubin: "Something that moves the person to action and continues him in the course of action already initiated".
7. Dale Breachus: "Motivation can be defined as a willingness to expand energy to achieve a goal or reward".
8. Michael Jucius: "Motivation is the act of stimulating someone or oneself to get a desired course of action, or push the right button to get desired results".
9. "Motivation is driving force which stimulates an individual to initiate and sustain a human behaviour".
10. "Motivation is biological, social or psychological state that drives a person towards a specific action of employee in an organisation"

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2.2.3 Types of Motivation

Before studying the importance of motivation it is primary thing to study the types of motivation. Motivation is a changing an approach and attitude of employees towards the organisation and work. If a manager of a company wants to get maximum work done in minimum time from his employees, he may either stimulate his subordinates by promising of a reward of positive motivation or he may mount fear of negative motivation. Both types of motivations are used by majority of organisations.

Fig. 2.1 Types of Motivation

Motivation are categorised on the basis of approach, incentives and nature. Further approach based motivations are subcategorised as positive and negative approach, incentives motivations are subcategorised as monetary and non-monetary and nature based motivations are subcategorised as extrinsic and intrinsic.

1. **Positive Motivations**

   Positive motivation is resulted from positive incentives. It give the feeling of inclination and happiness. Positive motivation suggests formation of an environment in which people can gratify their needs and ambitions. Positive motivation makes people enthusiastic to do their work in the best way what they can do and increase their performance. Positive motivation makes people willing to do their job as in the best way what they can do and it can improve their performance. Positive motivations offer some incentive or rewards which becomes the motivator to the people to act in the desired manner. It is, indeed, a tool of creating an interest in the mind of the employees for better performance so as to each the attainment of organization goals. Positive motivations are, thus, the process of attempting to influence the behaviours of employees through the means of reward. It is related with the inducements provided to the employees. This may be reward or extra remuneration to the employees and it may comprises the monetary benefits. The positive motivation may be increment in salary, promotion, car from company, housing facility, and awards for work.

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2. Negative Motivations

Negative motivation is resulted from the negative incentives e.g. punishment. It gives the feeling of ache and dissatisfaction. The base of negative motivation is creating fear and worries. It may be punishment, loss of job etc. Negative motivation means the act of forcing employees to work by means of threats and punishment. Sometimes must initiates some against employees with a view to discouraging them understand behaviour and encouraging positive behaviour. It is the negative treatment workout on the employees who are not performing their work as anticipated. Provisions relating to demotion, dismissal, transfer, penalties, group rejection, etc. are few examples of negative motivations. It is not good practices in chose negative incentives to motivate employees. However, management may be compelled to use this technique with a view to preventing them from unwanted behaviour. This technique with to preventing them from unwanted behaviour. Negative motivations may not be fruitful every time. It may be for short-term purpose. However, manager can adopt positive techniques for motivation their employees.

3. Monetary Motivations

Monetary motivations also known as financial incentives. As the name denotes, a monetary or financial incentives is a money oriented factor given to the employees for meeting their financial expectations. Monetary rewards are the incentives given to the employees of the organization in the form of money. Some employees are motivated only if there is monetary elements are involved. The monetary incentives are mostly given based on the performance of an employee. The monetary incentives given to the employee are direct benefits to the employee and is considered as an exposure to the employer. Monetary incentives may include such as bonus, stock options, profit shares, commissions, merit pay, fringe benefits, retirement benefits and salary and wages etc. Monetary motivations are helping hands of employees physiological and security needs.

4. Non-Monetary Motivations

Non-Monetary motivations also known as non-financial incentives. Non-monetary motivations inclines with the promises of an opportunity. It may include work from home, off time, flexibility in time, flexibility in working hours, food in campus, healthcare benefits, insurance policies etc. The basic purpose of non-monetary motivations are to improve the quality and quantity of work in an organisation. Non-Monetary rewards are the benefits given to the employees of the organization to increase the employee job performance, employee loyalty towards the organization, employee morale, etc. The Non-

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Monetary rewards as the name suggests does not contain straight forward as money. But instead of money he may get more than money i. e. promotions, food in campus, uniforms, flexi time, healthcare benefits, insurance benefits, etc.

5. Extrinsic Motivations

Extrinsic motivation is originate from outside the human body. These motives are external but they have rewarding impact on the individual. Extrinsic motivator do not occur on the job but around the job. Extrinsic motivation, on the other hand, is a type of motivation in which an individual is being motivated by external desires. The extrinsic factor may be incentives, bonus, promotion, demotion, allowance, rewards, punishment, appreciation, prize etc. Extrinsic rewards may be direct linked with the performance of employee, while indirect compensation e. g. medical facilities are more effective motivator in an organisation.

6. Intrinsic Motivations

Intrinsic motivation in one of the kind of motivation where motives are originates from inside the human body. Intrinsic motivation contains engaging in a behaviour because of personally rewarding. Intrinsic motivation is a type of motivation in which an individual is being motivated by internal desires. Essentially performing an activity for its own sake rather than the desire for some external rewards. Intrinsic motivation comprises status, authority, participation, greater responsibility etc. In this type persons behaviour is motivated by an internal desire to participate in an activity of its own sake. It refers to the internal driving state stimulating an individual to behave in a specific way. It may include biological drives e. g. sleep, relief, thrust, hunger, requirement of oxygen etc.

2.2.4 Importance or the Significance of Motivation

Motivation is an important function of manager. Motivation can be defined as stimulating, inspiring and inducing the employees to perform to their best capacity. It has to be govern by him with the help of human resource development team in the business organisation. Motivation is one of the technique which can be used to stimulate the employees for doing the work in a stipulated period of time. Every organisation has to develop the motivational system for developing the employees as well as organisation because of the following reason. The importance of motivation is mainly because of management can meet the company's goals with the motivated employees. Without a motivated employee and workplace, companies could be positioned in a very uncertain position. Motivation is a psychological term and it cannot be obligatory on employees. It comes automatically from inside the employees as it is the willingness to do the work. Motivated employees can lead to increased productivity and allow an organisation to achieve higher levels of output.

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1. Accomplish the Highest Level of Productivity

An appropriate system of motivation in the organisation helps in accomplishment of the highest level of productivity. Highly motivated employees can do the work within a minimum period of time and they use the resources in an appropriate manner which reduces the wastage. Motivation is always based of goals and objectives which will be helpful in achieving the organisational goals. As it is the fact that if employees are highly motivated it automatically turn in to highest level of productivity.

2. Develop of Better Image

The organisation always tries to project its beret image in the market and it is depend on how your employees are motivated. If the organisation is renown in the market attract the highly qualified employees. It simply means a good motivational system streamline the work of recruitment and selection in an organisation.

3. Willingness to Work

Motivation inculcate the feelings of willingness to do the work. Many times a man have a capacity to work, but due to the demotivation from the superior he may not behave as per his quality. Motivation creates the needs, wants and desire within an employees, which can be helpful to the organisation.

4. Improves the Positive Attitude within Employees

Now a day's majority of organisation tries to satisfy their employer through providing them the necessary and luxury needs. Satisfied workers are motivated to work for the enterprise objectives, with a willingness to show the top performance. It automatically result into reduce in disputes and conflicts. Because of positive attitude employees try to be behave loyal with the organisation. Many time it happens that some of the employees have a negative attitude. Where they always think that doing more work will not bring any recognition. A manager adopt the techniques to change this attitude. Without motivation the employees try to perform minimum activities in the organisation. But the motivation fills in the desire to perform to their maximum level. The motivated employees make best use of the resources.

5. Pleasant Human Relations

A good motivational system lead to job satisfaction. Job satisfaction results is cordial relationships between the employer and the employees, and thereby reduces industrial disputes, employee turnover and absenteeism. Thus, employees try to be loyal and dedicated and the employee's moral and discipline are likely to be high.

6. Improves Performance Level

The ability to do work and willingness to do work both affect the efficiency of a person. The ability to do work can be develop through education and training while willingness to do work is develop through motivation. Willingness is more significant factor compare to ability. For instance, a highly educated person can be recruited as an employee, but it is not essential that he will do outstanding work. For doing work he has to be motivated for work. It can be happen with the help of motivation. Therefore, motivation improves efficiency. The motivation improves the efficiency level of employees. It means the employees start performing the job to the best of their ability with minimum wastage of time and resources. It is just because motivated employees always use it in better way of resources. The motivation links the cavity between the ability to work and willingness to work and willingness always improves efficiency.

7. Reduction in Employee Turnover

The reputation of an organisation is affected by the employee turnover. This creates a lot of problems for the managers. A lot of time and money go waste in repeatedly recruiting employees and giving them education and training. Only motivation can save an organisation from such wastage. Motivated people work for a longer time in the organisation and there is a decline in the rate of turnover. The motivation creates confidence in the employees to get their needs satisfied in the organisation itself. They always select the alternative to remain in the organisation and increase their earning rather than leaving the organisation and increasing their earnings. With motivation the turnovers are less because the satisfied employees never leave the job.

8. Helps to Reduce Absenteeism in the Organisation

In some of the organisations, the rate of absenteeism is high. There are many causes for this-poor work conditions, poor relations with colleagues and superiors, no recognition in the organisation, insufficient reward, etc. A manager removes all such deficiencies and motivates the employees. Motivated employees do not remain absent from work as the workplace becomes a source of joy for them.

9. Reduction in Resistance to Change

New changes continue taking place in the organisation. Normally workers are not prepared to accept any changes in their normal routine. Whereas it becomes essential to bring in some changes because of the demands of time. Employees can be made to accept such changes easily with the help of motivation. Motivated people accept these changes enthusiastically and improve their work performance.

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10. Helps in Achieving the Organisational Goals and Objectives

The motivated employees always try to achieve the organisational goals and objectives, which contribute their best efforts for the realisation of organisational goal. As it is concern with the achievement of organisational goal and it can be achieve only when employee try to achieve their personal goal, which automatically convert into organisational goal. Each and every employee contribute towards one angle, which automatically helps in accomplishment of the goal.

11. Motivation generates Compassionate in Work Environment

The relation among the manager and subordinates can be always improved if they are motivated. When the employees are satisfied and have a recognition with respect in the organisation then they always offer a supportive hand to superiors. They may cooperate to each other and have a co-ordination between each other, which convert in the team spirit.

12. Motivation Helps in Adopting New Technologies

If the employees are motivated they usually adopt the new technologies and change made by the manager easily. The motivated employees show less resistance in accepting the changes according to changes in the business environment. Motivated employees are always supportive and co-operative in accepting changes in the organisation, it is a direct help to the manager in adopting new technology or change in an organisation.

2.3 INDIVIDUAL BEHAVIOUR AND MOTIVATION

Organisations are composition of an individual and individual is different from each other. The behaviour of each and every individual in influenced by number of factors. Individual behaviour can be defined as how an individual behaves at place where they work. A person's behaviour is subjective by the factors like attitude, perception and personality. Each and every individual has particular motives, ambition, perceptions and abilities. There are some factors which affects the human behaviour are persons, environment and the organisation where he works. Each and every organisation expects that their employee will behave rationally, which will be helpful in achieving the organisational goals and objectives. Every organisation has its own culture and tradition which may include work culture and participation of employee in an organisation. The major purpose of people working in organisation is earning money. Even though the motivational factor like values, discipline, ethics are equal important in any organisation. The principles says that be honest with your organisation and most important with yourself. The behaviour of employees behind the curtains are

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important which encompasses the gossiping, trolling and spreading rumours. An organization is basically an association of human beings. Major problem of today's organization is how to get maximum possible efforts and contributions of the human beings to the organisation. For the determinations and contributions of those responsible persons for managing and organizing one can must understand the way human beings behave. Individual behaviour means some concrete action by a person. The behaviour of an individual is influenced by various factors, some of the factors lie within himself like his instincts, personality traits, internal feelings etc. While some propaganda outside him encompassing the external environment of which he is part thereof.

2.4 MASLOW'S NEED HIERARCHY THEORY

Abraham Maslow was inventor in need of hierarchy. He concluded that there are some need of the workers or employees working in the organisation. Motivation is a psychological phenomenon and the needs of employees play very important role in motivation. For understanding the needs of human beings Maslow's Need Hierarchy Theory is a milestone in it. He explain that need or the desire is a very important element in motivation because the employees get motivated only for their needs. If the needs are satisfied completely then it is not possible to motivate the employees. Maslow has given a hierarchy or series of needs. Maslow gives the hierarchy of needs, in which employees have an expectations from the organisation where they are working. If the needs of the employees are fulfilled and employees feel satisfied then they get motivated and if the needs of the employees are not fulfilled and they are not satisfied, they may refuse the work. According to Maslow theory, the need of human beings are just like a pyramid, which have a base of basic needs and peak of self-actualisation. An order of needs given by Abraham Maslow can be explain with the help of following pyramid:

Fig. 2.2 Maslow's Need Hierarchy Theory

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According to Maslow's theory of hierarchy of needs, as the more basic needs are to be satisfied first, then person tries to find or satisfied the next step of need that is safety and security. If any persons basic needs are not fulfil he may not try to seek furthermore. He explain that first three needs are more basic and lower order needs while top two needs are luxury or higher order needs.

1. Physiological Needs

Physiological needs are also called as basic needs because it includes basic requirements for survival human being. The common physiological needs are food, shelter, air, sleep and cloths. The employees must have these basic things for surviving and growing and it Maslow gives the top priority to these needs in the pyramid of needs. These needs can be satisfied when the monetary incentives are offered by the employers to the employee.

2. Safety and Security Needs

The safety and security needs means security from the external threats. Once the physiological/ basic needs are fulfilled then the people start thinking about the next step of need. He may think about future as he want to secure future by making sure that in future also continue to satisfy their physiological needs. These needs are subcategories into two categories: (a) Physical security: which means safety from illness, accident, fire etc. and (b) Economic security: which means having sufficient amount to meet the future physiological needs and to come out of physical security threat. If people who have more than safety and security need, he may active get motivated by monetary incentives.

3. Social Needs

Social needs are associated with love, affection and social activity. It means the need for love, affection, companionship and friendship. In social needs feeling of belongingness towards a particular community and society may have a great impact on work. Once the people satisfy their physiological and safety needs then the social need becomes more possessive about to fulfil the social needs. In an organisation the managers prefer team-work. He may arrange formal and informal get-together so that employees can develop social relationships and friendship between each other.

4. Esteem Needs

These needs are connected with the respect and recognition. Esteem needs progressively become more significant. When the physiological, safety and security and social needs are satisfied then people think about respect for themselves in a group, self-esteem, personal worth and social acknowledgement. These needs are common in higher level employees or management, but rare in case of low level management. Esteem needs may be gratified with non-monetary encouragements.

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5. **Self-Actualisation Needs**

As per Maslow's view on needs theory, self-actualisation or self-realisation needs are at the last row of needs and has less important with the comparison to other needs. This need refers to realising or reaching to the aim of your life. Once the employee becomes what he wants to become. Further he tries to satisfy actualisation need. Further, when an employees are self-actualised, he may try to resolve the issues of other people.

2.4.1 Limitations of Maslow's Need Hierarchy Theory

The limitations or assumptions of Maslow's Need Hierarchy Theory are as:

1. It is general expressions and not as a specific.
2. The levels in the Maslow's Need Hierarchy theory are not rigid.
3. It does not have any allowance for exceptions.
4. Behaviour of people depends upon their need. Human behaviour can be changed or motivated by fulfilling their needs.
5. Generally the needs follow the Hierarchy, i.e., starting from physiological need.

2.5 DOUGLAS MCGREGOR'S THEORY X AND THEORY Y

In the year 1960, the social psychologist Douglas McGregor developed the two theories related to the human heavier and motivations. He explained in it, that how managers beliefs about their motives their employees and can affect their management styles. He gives the names to those theories as theory 'X' and theory 'Y'. McGregor theory of X and theory Y are continue to be important even today. According to Douglas McGregor there are certain assumptions, generalisations and hypothesis which related to the human behaviours. The basic expectations regarding human behaviour may differed considerably because of intricacy.

McGregor explain theory X and Y in his book named as "The Human Side of Enterprise", where he referred how styles of management as Authoritarian- as theory X and Participative- as theory Y.

Theory X: In the theory X managers view is pessimistic about his employees and he assumes that employees are voluntary unmotivated and they don't like to do work, and the result of the same will be on the other members. They think that team members need to be promoted, rewarded or punished constantly to make sure that they complete their tasks. In theory X McGregor explain that if you believe that your team members dislike their work and they don't have any kind of motivation. Further he explain that you will likely use an

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authoritarian style of management. In which the approach is hands on training and involves the micro-managing people work to ensure that it get done properly. Theory X is one of the traditional theory of human behaviour.

In theory X the following assumptions are expected as:

1. Workers dislike their work.
2. Workers have to be controlled, forced and threatened to do their work.
3. Workers avoid responsibilities.
4. Workers need to be guide and supervise at every step of work.
5. Workers have no incentives for doing work.
6. Workers have no ambition and therefore need to be enticed by rewards.
7. Management is responsible for organising the factors of productive enterprises that is three M's Money, Material, and Men.
8. Average human being or workers are lazy and avoid the responsibility.
9. Average human being or workers expect to direct by somebody.
10. Average human being or workers are punished, rewarded and directed by management.

Theory Y: Douglas McGregor gives another theory called as theory 'Y'. In theory Y Douglas McGregor explain that it have an optimistic and positive approach of employees towards their work. In theory Y the principle of decentralisation, participative management are considered, which can be encourage and stimulate the employees for doing the work. In theory Y collaborative and trust based relationship can be developed within managers and their team members. In theory Y people have a larger responsibilities. Managers are positive in their work, where they motivate they motivate their subordinates for doing their work with the suggestions and opinions are considered. Regular appraisal are taken and employees are excited in their work. Managers are open to communicate and having with enthusiastic approach where there is a no need to have a control over employee. Theory Y also gives an opportunity in promoting the employees at higher level.

In theory Y the following assumptions are expected as:

1. Employees/ people are ready to work.
2. Employees/ people like to do work.
3. Employees/ people like to involve in decision making.
4. Employees/ people are self-motivated in their work.
5. There is no need to have a control over employees/ people.
6. Employees/ people enjoy their work,
7. Employees/ people feel thirsty to seek the new task and are self-motivated.

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8. Employees/ people like to accept the challenges.
9. Employees/ people like to resolve the issues which are encounter by default of manmade.
10. Under the condition of modern industrial life, the intelligent potentialities of the average employees are only partially utilised.

2.6 CARROTS AND STICKS APPROACH TO MOTIVATION

The technique of carrot and stick was originally applied on animals for desired action and work. But now a days it is applied in many organisation through which managers can achieve the expected results from the employees. The term Carrot and Stick are symbol for the use of mixture of rewards and punishment. It is use for getting the expected behaviour from the employees in an organisation. Managers who wish to get their workers to achieve a certain objectives can also apply the carrot or stick techniques on his subordinates. This principle of carrot is used to stimulate the employees for doing the expected work within the stipulated period of time. While the principle of stick also do the same task. In this principle the first one is the reward while second one is a punishment. The Carrot and the Stick approach to motivation, makes use of rewards and punishment in order to induce desired behaviour from the employees. The philosophy behind this approach comes from the story, that the best way to make a donkey move is to put a carrot out in front of it or jab it with a stick from behind. In which the carrot refers to rewards, which are offered or assured to individuals to act in the desired way; while stick denote penalties which are to be imposed on individuals, for not working in the expected way. In a way, carrot refers to positive motivation and stick refers to negative motivation. Managers always to keep in mind that their employees are individual, and individual differences. It also have the different opinion, knowledge, intensity of doing work, motives and so on. However, the carrot and stick system of motivation may not always useful in the organisation.

2.6.1 Following are some of the suggestions of Carrot and Stick Approach

1. The overdose of 'Carrot' factor, in the organisation may invite lethargy.
2. The overdose of carrot approach and rarer attitudes towards work on the part of individuals.
3. It will happens, especially, because many- a-times, people get carrot i.e. rewards regardless of their performance e.g. salary increase, seniority based promotions, etc.
4. An overdose of 'stick' factor, in the organisation can leads to reactive behaviour on part of people.

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5. May built strong organisation of labour unions against management atrocities.
6. It may give a birth to irresponsibility and poor quality workmanship etc.
7. Punishment is an effective in adjusting the behaviour of an individual's desirable alternative behaviour.
8. If the behaviour of individual will be temporarily suppressed and may reappear after the punishment is over.
9. The punishment is more effective when apply on time of undesirable behaviour is performed.
10. The management should make sure, that punishment is properly administered and does not become a reward for the undesirable behaviour.

2.6.2 Specific Carrots/ Rewards and Sticks/ Penalties

In the process of motivation number of techniques can be used. While the carrot and sticks are one of them. The specific carrot that is rewards and sticks that is penalties or punishment can be explain as:

A. Carrots/ Rewards

Monetary carrot/ rewards

i. Wages/ salaries
ii. Increments in salary
iii. Cash awards
iv. Allowances in cash
v. Bonus
vi. Paid leave
vii. Sweat shares i.e. Profit sharing for employees.
viii. Payment of pension rules.
ix. Rewards in terms of money:
   a. Leave Travel concession
   b. Reimbursement of medical expenses
   c. Subsidized food
   d. Housing facility etc.
   e. Uniforms
   f. Educational facilities to children
   g. Job security and surety.

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Non-monetary rewards

i. Promotions

ii. Delegation of authority

iii. Assignment of thought-provoking task

iv. Certificates of meritorious work

v. Facility of separate room

B. Sticks/ Penalties/ Punishment

Monetary punishment

i. Loss of job

ii. Fines for guilt

iii. Penalties in form of cash

iv. Withholding increment

Non-monetary punishment

i. Demotion

ii. Transfer to different place.

iii. Taking back of delegation of authority

iv. Not allowing an individual to participate in decision-making.

Both the ways of carrot and stick can be extremely successful methods. It can be used for motivating employees to get the work done within time, but contrariwise both ways are fraught with danger, mainly the stick approach as this can easily have the opposite effect. The carrot approach may work the one time, but it might be work furthermore. The carrot approach will be expensive, and could cause de-motivate the employees. The approach towards the carrots and sticks motivation system is very crucial. This cannot work every time. Manager had to think about the other motivational tools and techniques either he has to take an appropriate mixture of carrot and stick factors.

2.7 TECHNIQUES OF MOTIVATION

Any business organisation can be grow and built with the employee enrichment. It is important in any business organisation to enhance the human resources by providing them the facilities or perquisites. Further, employee can be motivated through the various techniques of motivation. An ideal employee is not only a drain on any company resources, but it may create a culture where no one is motivated to become success. Motivating employee is one of the difficult task, but managers has to do it. He can built a culture of motivation by helping the employee through engaging them in their work. Employee can be

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motivated by providing them good compensation and benefit in monetary or non-monetary form. Motivation is the basic reason for people's actions, desires, and needs. Motivation is one of the important and essential aspects of human resource management which is related with the process of inducing, inspiring, organizing, and stimulating employees for doing better job in the organization. The types and techniques of motivation having different methods of motivating employees. Basically employees can be motivated by using two techniques of motivation that is financial motivation and non-financial motivations.

2.7.1 Financial Motivation

Financial motivation techniques are the incentives directly related and in form of money. Money is the most operative and important source of motivation, it possesses purchasing power, and it can be used to satisfy various needs and wants, necessaries etc. Money also satisfy the prestigious needs as well as some of the symbolic commodities also be purchased with the help of money. Money is one of the major technique of motivation it can be salary and wages, bonus, leaves with pay, medical and housing facilities, profit sharing, vehicle allowances etc. are some of the examples of financial stimuli. The importance of money motivation is depends on specific factors like standard of living and overall economic conditions. The managers or employees who draw six digit salaries do not consider money as a motivator. For them prestige, status, delegation of authority, enrichment of jobs, appraisal, qualitative working conditions etc. serve as motivator. The effectiveness of money as a motivator also depends upon the attitude and outlook of employee towards money and wealth. Immediate distribution of monetary reward to its incumbent also has an effective role as motivator. Money and financial benefits can be generated externally. They are provided in terms of pay, incentives, benefits, and other tangible services. Financial motivation works as a 'carrot' for motivating employees in the organisation for doing a work. Financial techniques of motivation are financial incentives as money is indicator of success. Therefore it fulfils psychological safety and status need as people satisfy their needs by money.

2.7.2 Non-Financial Motivation

As the name non-financial motivation are other than money or inform of kinds. Non-financial incentives are psychological motivation in nature. It provides psychological satisfaction to the employees in an organisation. It may be a status, respect, prestige, participation, job enrichment, recognition, safety of job, responsibility, competition, skill base pay, profit sharing, work group, representations etc. are some of the examples of non-financial motivators. Non-financial incentives satisfy socio-psychological needs. Some of the examples of non-financial motivations are as:

1. **Status**

   In any organisation some employees who have a super ego and they try to satisfy it by raising status. Organisations can by be satisfy it by

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providing them well an interior in a separate cabin, telephone, computers with internet facilities to their executives etc. make deliberate efforts to provide higher status to their executives and employees. Here employees not only feel at ease but feel a pride to work in such an organisation. Now a days it becomes a status symbol to work in the organisation. Status is one of the major motivates to do hard work and performs at their best. For example in IT companies working with the Infosys is a status point for an employees.

2. Participation in Management

Employees are part and parcel of any business organisation and management too. Employee have an experience of number of years and they can resolve the problems rise in the organisation. Their participation in decision-making process serves as incentive because it satisfies the self-esteem of the employees. Employees are the real player of any organisation and they work at ground level, hence they can understand the problems at ground zero level and are able to resolve it within minimum period of time instead of top management. Therefore, organisation can take help of the employees by giving chance to involving them in management and decision making process. It helps to develop the sense of belonging to the organisation and work with a high morale. They involve themselves not only physically but also mentally in the affairs of the organisation. This also strengthens the principle of industrial democracy. Participation of employee refers to an activity involving employees in management decision making and planning activities. It helps in formulating plans and policies which provides the feeling of belonging, recognition, acceptance, and responsibility. The result of the same, employees will be motivated for a higher level of performance.

3. Job Enrichment

Job enrichment is a challenging and interesting. In order to motivate the employee further the improvements in job are to be made by enriching it. Job enrichment refers to up gradation of responsibility and makes it challenging. It provides an opportunity for an employee to get recognise, responsible and advancement. People feel disinterested in them because they have to perform the same functions every day. Human beings by nature love to accept challenge and are prepared to take risk and to take the responsibility on shoulder. Through job enrichment job is enlarged and is made more challenging and interesting.

4. Delegation of Authority

Delegation of authority is concerned with the permitting of authority to the subordinates. Delegation helps in developing the feelings of

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dedication to work in an organization. Delegation of authority provides the employees with high morality to perform the task in an organisation.

5. Job Enlargement

In this technique of motivation, the task assigned to do job are increased by adding expression of work. So the scope of job enlargement is high for the motivation of subordinates. It is also known as straight leading of job. It is an effort to improve quality of work at the workplace. The employees gain in deriving more satisfaction from the job because he has to apply his working knowledge more actively. Enlarged jobs are challenging jobs comprising complexity. It, therefore, becomes more interesting to perform and after its performance employee gets satisfied. For perfuming enlarged jobs training is required, and it has to be given to the employee performing. It is an operative and helping motivational technique.

6. Job Rotation

Job rotation is nothing but a transfer of employee from one job to another job. It is just a rotation of employee from one department to another or from one type of work to another one. Job rotation refers to shifting of employee from one job to another. The main objective of job rotation is to remove monotony and boredom from the same job. It is at the same level of designation and it keeps the interest of the employee live and to expand the activities. Employees retain variety of skills by working on various jobs. In job rotation employees feel happier as they have to perform differently shifted job. Job rotation is and one more effective motivational technique. It helps to develop the competency in numerous job which helps in development of employees as well as organisation.

7. Job Security

Now a day's job security is on one of the major and challenging task for employee. Job security serves as a motivator for those employees, who feel threat and who want to continue in the same job and in the same organisation. Job security to them is a means for economic and social security. They feel at ease if security of job is confirmed. Some of the employees do not want to be transferred from one place to another. Not transferring them also becomes the technique of motivator.

8. Job Loading

It is an increasing of the job at the same level of management. It may be a horizontal job loading or vertical job loading. The horizontal job loading is an increasing the work load at the same level. Vertical job

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loading include the increase in workload and more responsibility. Job loading reduced the boredom. Employee get the chance to handle the more difficult job and can grow dynamically.

9. Behavioural Motivation

It is a process of attractive employee's behaviour with the help of different tools and techniques. Because the changed behaviour of employees can motivate themselves towards the higher level of performance. This also increases their job responsibility and motivate to other employee also.

10. Skill Based Pay

Skill based pay technique is related with the employee's skills and knowledge. It helps to highly skilled employees who will be directly motivated towards a higher level of job performance. In the same way, employees with lower skills are motivated to improve their skills and knowledge.

11. Work Group

Under work group, employees are categorized into different work units to fulfil their different needs. Employees are allowed to work in the group, and they discuss the quality and productivity. Here, employees are enthusiastic and self-directed towards the accomplishment of organizational goal and responsibilities.

12. Profit Sharing plan

Profit sharing is another way of motivating employees by giving them a certain part of profit. It helps in more work and feelings of belongingness. It directly participate the employees in the profit of the company, they can be motivated towards earning more profit.

13. Praise and Recognition

Praising an employee for his work done means recognizing his performance. Through recognition of employees self-esteem needs get satisfied. This tool is very effective and many time it is used by the organisations. If an employee is praised by the boss in front of other employee, it stimulate him to do more and more work. Recognition may be inform of reward and prize.

2.8 MONEY AND MOTIVATION

Money plays a significant role in motivation. Business organisation and managements use money or financial incentives for motivating the employees

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through wages and salaries, bonus, retirement benefits, health insurance etc. Management may have to increase the financial incentives to keep the employees with the organization. It may happen through increasing the wages and salaries. Money is a real player in motivating factor when the psychological and security needs of the employees have not been fully fulfilled. It plays a significant role in satisfying needs of employees. Money will not always be a motivating factor to all employees. To some people, importance money will be reduced after a certain stage. Some employees are motivated by money only up to the stage they are struggling for physiological and safety needs. Money provides for the satisfaction of physiological and security needs. Thus, it can be said that people in higher positions, who get higher monetary rewards, are not motivated by increased financial benefits. They may be motivated by money only if the increase is large enough to increase their standard of living and status in the society. But whose financial needs are not satisfied can be motivated through money. Business leaders or managers are always seeing the best incentive programs to motivate their employees for doing the job and get the maximum levels of performance. In which the most common incentive is money as a motivator. Money motivator has number of advantages, with this manager has to consider the underlying motivators.

2.8.1 Money as a Best Motivator

Money is the base of every human's lifestyle. For living in material society money is required at every step of life. The monetary rewards are an effective motivator. It isn't just about getting the extras in life either. Money is how people provide for their family. For money people might have to work multiple jobs or cut their standard of living. Money alone isn't always enough to motivate employees to do well. As a manager he has to think about the employee's career as well as his family and its requirement, which can be fulfil through money. With this manager also have to think about the pros and cons of money as a motivator. Money can never be overlooked only as a motivator. It is often more than monetary value, it is also be a status or power, or other things. In fact, it is said to be the ultimate motivator.

2.8 MOTIVATION AND MORALE

Motivation is an activity of inducing people to do the work in an organisation. In management manager motivate his employees through which he can promote productivity. The original meaning of the word motive compacts with the movement. Movement is essential and fundamental part of motivation. To create willingness among the employees and perform up to the best of his capacity is one of the major function of management. Motivation and morale both are subject to mental feelings and are related with each other. Motivation is

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such a technique which is the process of creating and increasing inspiration or intention to work of a worker. On the other hand, Morale is the mental strength. Mental strength for a work is called as Morale. If the mental strength is high and strong then it is called high Morale. On the contrary, if the mental strength is low and week then it is called low morale. If there is no motivation toward work, it increase such morale toward the work. Motivation increases and creates the inspiration and intention toward a work and gradually by this process, Morale also increases. It simply means motivation and Morale both are strongly related to each other. Employee morale is an overall positive attitude that establishes in every aspect of a worker's performance. Motivation is a more targeted approach to working well, one that generates efforts geared towards specific outcomes. An employee with low morale can still be motivated by a desire to earn a pay check, but his commitment may end once he receives the money.

2.9.1 Motivation

Motivation is the process of channelling a person's inner drives so that he wants to accomplish the goals of the organization. People are multifaceted and they are uniquely different as an individual differences. One thing motivates one person, but the same may not motivate another person. Motivation may be defined as those forces that cause people to behave in certain ways. In the words of Lewis Allen, "Motivation is the work a manager performs to inspire, encourage and impel people to take required action".

Motivation has the following steps:

1. Find out motivation requiring situation.
2. Prepare set of motivating tools
3. Application
4. Follow up

Highly motivated employees know what to do and when to do it. They may even go above and beyond the specific instructions provided by the managers. They work through problem solving and working extra hours if required. The outcome employee motivation depends on the basis of the motivation. An employee motivated by high morale will keep his motivation as long as his morale is high. Manager can motivate his employees by attaching rewards to the completion of specific tasks, or fostering friendly competition.

2.9.2 Morale

1. Edwin Flippo (1961) defined morale as: “A mental condition or attitude of individuals and groups which determines their willingness to cooperate”.
2. Yoder Dale (1972) defined moral as: “The overall tone, climate, or atmosphere of work perhaps regularly sensed by the members”.

Morale is one of the intangible factor which relates to the conditions of an

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individual and group. It determine the confidence and enthusiasm in the performance of the duty. It should be understood as the sum of cognitive qualities reflecting courage, zeal and confidence in the performance of the duty. The equation of high morale, high productivity is applicable in the organisation. When an employee feels secure and is able to satisfy his personal motives independent of the attainment of organisational objectives, he may not attach any significant importance to his job efforts, though his morale may be quit high. There are some factors which determines the morale are as:

1. Social Factors
2. Supervisory Techniques
3. Job Satisfaction
4. Organisation and its purpose.

High employee morale has outcomes that reach far beyond the scope of precise missions. Employees who are engaged take initiative. They create a workplace culture that also raises the morale of their co-workers. Employees with high morale are motivated, and their morale also establishes in incorporeal outcomes such as energy and enthusiasm. The high morality can be reflect well on company. As a manager, the capacity of building morale by creating a positive work environment. Make employees feel valued by praising their accomplishments and encouraging them to learn rather than criticizing their mistakes. Manager has to give them enough autonomy for making contributions and feel pride in company successes.

2.10 SUMMARY

Motivation is the key aspect from the management point of view. Highly motivated employees are the human assets for the organisation. Motivation is an activity of inducing people to do the work in an organisation. In management manager motivate his employees through which he can promote productivity. The original meaning of the word motive compacts with the movement. Movement is essential and fundamental part of motivation. To create willingness among the employees and perform up to the best of his capacity is one of the major function of management. Therefore the role of a manager is to arouse interest in performance of employees in their jobs. Motivation is a psychosomatic portent which means needs and wants of the individuals have to be undertaken by framing an inducement plan. Unmotivated employees in any businesses have to face the less productivity with high turnover rate. Motivation are categorised on the basis of approach, incentives and nature. Further approach based motivations are subcategorised as positive and negative approach, incentives motivations are subcategorised as monetary and non-monetary and nature based motivations are subcategorised as extrinsic and intrinsic. Motivation is an

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important function of manager. Motivation can be defined as stimulating, inspiring and inducing the employees to perform to their best capacity. It has to be govern by him with the help of human resource development team in the business organisation. Individual behaviour can be defined as how an individual behaves at place where they work. A person's behaviour is subjective by the factors like attitude, perception and personality. Each and every individual has particular motives, ambition, perceptions and abilities.

According to Maslow's theory of hierarchy of needs, as the more basic needs are to be satisfied first, then person tries to find or satisfied the next step of need that is safety and security. If any persons basic needs are not fulfil he may not try to seek furthermore. He explain that first three needs are more basic and lower order needs while top two needs are luxury or higher order needs. Douglas McGregor developed the two theories related to the human heavier and motivations. He explained in it, that how managers beliefs about their motives their employees and can affect their management styles. He gives the names to those theories as theory 'X' and theory 'Y'. McGregor theory of X and theory Y are continue to be important even today. According to Douglas McGregor there are certain assumptions, generalisations and hypothesis which related to the human behaviours. The basic expectations regarding human behaviour may differed considerably because of intricacy. McGregor explain theory X and Y in his book named as "The Human Side of Enterprise", where he referred how styles of management as Authoritarian- as theory X and Participative- as theory Y.

In the theories of motivation are further explain in the carrot and sticks approach. The technique of carrot and stick was originally applied on animals for desired action and work. Both the ways of carrot and stick can be extremely successful methods. It can be used for motivating employees to get the work done within time, but contrariwise both ways are fraught with danger, mainly the stick approach as this can easily have the opposite effect. The carrot approach may work the one time, but it might be work furthermore. Any business organisation can be grow and built with the employee enrichment. It is important in any business organisation to enhance the human resources by providing them the facilities or perquisites. The types and techniques of motivation having different methods of motivating employees. Basically employees can be motivated by using two techniques of motivation that is financial motivation and non-financial motivations. Money plays a significant role in motivation. Business organisation and managements use money or financial incentives for motivating the employees through wages and salaries, bonus, retirement benefits, health insurance etc. Motivation is an activity of inducing people to do the work in an organisation. In management manager motivate his employees through which he can promote productivity. On the other hand, Morale is the mental strength. Mental strength for a work is called as Morale. If the mental strength is high and strong then it is called high Morale. On the contrary, if the mental strength is low and week then it is called low morale. High employee morale has outcomes that reach far beyond the scope of precise missions. Manager has to give them enough

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autonomy for making contributions and feel pride in company successes.

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2.11 QUESTIONS FOR DISCUSSION

1. Define Motivation. What is the importance of motivation?
2. Explain in detail the Individual Behaviour and Motivation
3. Describe in detail the Maslow's Need Hierarchy Theory.
4. What is Theory X and Theory Y?
5. Explain the Carrots and Sticks Approach to motivation in detail.
6. State the various Techniques of Motivation
7. What is the relation between Money and motivation?
8. What is Motivation and morale?

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UNIT - 3
LEADERSHIP

3.0 LEARNING OBJECTIVES

After studying this topic, student should be able to

13. Understand the meaning, definition and concept of Leadership and Leadership Styles.
14. Get the knowledge about the Theories of leadership.
15. Get well acquainted with Leadership effectiveness.
16. Understand the Leadership qualities.

3.1 Introduction
3.2 Concept of Leadership
3.2.1 Concept and Definitions Leadership
3.2.2 Definitions Leadership
3.2.3 Characteristics and Nature of Leadership
3.2.4 Importance of Leadership
3.3 Leadership Styles
3.3.1 Autocratic or Authoritarian Leadership Style
3.3.2 Democratic or Participative Leadership Style
3.3.3 The Laissez-faire or Free-Rein Leadership Style
3.3.4 Intellectual or Expert Leadership Style
3.3.5 Manipulative Leadership Style
3.3.6 Rules-Centered or Bureaucratic Leadership Style
3.3.7 Strategic Leadership Style
3.3.8 Managerial Grid Leadership Style (Robert Blake and Jane Mouton's)
3.4 Theories of Leadership
3.5 Leadership Effectiveness
3.6 Leadership Qualities
3.7 Summary
3.8 Questions for Discussion
3.9 References

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3.1 INTRODUCTION

Leadership is a process by which an executive can direct, guide and influence the behaviour. It helps to accomplish the specific goals in a given situation. Leadership is the ability of a manager to convince the subordinates to work with confidence, enthusiastic and zeal. Leadership is the potential to influence behaviour of others. It is also defined as the capacity to influence a group towards the realization of a goal. Leaders are required to develop future visions, and to motivate the organizational members to want to achieve the visions. Leading a term or a group is a real skill that takes time. Leadership skills can be developed. It is an ability to incarceration the devotion of people. Leadership is influencing other people through communication, which is beneficial to the organisation. The impact of leadership is depend on the leadership styles, followers and expectations of leader as well as followers.

3.2 CONCEPT OF LEADERSHIP

3.2.1 Concept and Definitions Leadership

Meaning/ Concept of Leadership

Leadership is one of the means of direction. It represent that activity of a manager by which he guides and influence the behaviour of his subordinates. The leadership is performed by the manager and he does it personally by understanding the problems of his subordinates. Leadership in business is the capacity of a company's management to set and achieve challenging goals. It is a taking decision at very fast decisive action when needed. Further it has to perform the competition, and inspire other people to perform at the highest level what they can. The basic essence of management is to get the work done from the people by directing them in right perspective. Leadership is the quality of behaviour of individual whereby they guide people or thie activities in organised efforts. Managers at all levels of business undertaking are leaders because they have followers whose efforts have been channelized in a certain direction. A leader, has not only to show the way but also to lead the group towards it. Leadership can also speak to a more universal approach, as in the tone a company's management sets or the culture of the company that management institutes. The strong leadership may develop and rise to executive positions such as CEO, COO, CFO, President and Chairman. Leadership gives direction for a company and its workers. Employees need to know the direction in which the company is headed and who will follow to reach at the destination. Leadership involves showing workers how to effectively perform their responsibilities and

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regularly supervising the completion of their tasks. Leadership is also about setting a positive example for subordinates to follow. It helps to do the work, being motivated to learn new things, and helping out as needed in both individual and team activities. Leadership comprises setting and achieving goals of the organisation through taking action, and whipping the competition. It also relates with the company's management and what kind of culture is to be built for the employees.

3.2.2 Definitions Leadership

1. Keith Davis defines the concept Leadership as: "Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards its goals."
2. According to Alford Batty leadership as: "Leadership is the ability to secure desirable actions from the group of followers voluntarily, without the use of action".
3. Harold Koontz and O'Donnell defines the term leadership as: "Leadership is influencing people to follow you and to work willingly for the advancement of a common goal".
4. According to George R. Terry leadership is: "Leadership is the activity of influencing people to strive willingly for the group objectives".
5. Chester Barnard defines leadership as: "Leadership is the quality of the individual whereby, he guides people on their activities in organised efforts".
6. Theo Haimann defines as: "Leadership is as the process by which an executive imaginatively directs, guide and influence the work of others in choosing and attaining specific goals by mediating between an individual and the organisation is such a manner that both will obtain maximum satisfaction".
7. Ordway Tead defines the term leadership as: "The activity of influencing people to co-operate towards some goal which they come to find desirable".

From the above definition it is clear that leadership is a process of influencing the behaviour, attitude and activities with efforts of an individual or a group which is trying to achieve the predetermined common goal of the organisation.

3.2.3 Characteristics and Nature of Leadership

Leadership is an activity of a leader which inspires the employees to do the work. It is an inter-personal process in which a manager is into influencing and guiding workers towards attainment of goals. It denotes a few qualities to be present in a person which includes intelligence, maturity and personality.

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Leadership is a group process and comprises two or more person interacting with each other. A leader is involved in modelling and moulding the behaviour of the group towards accomplishment of organizational goals. Leadership has some characteristics and nature as per the leader and his style of tackling with the situations.

1. **Group of Followers**

   In leadership there must be a group of persons who are following the leader. Without followers leadership cannot be develop. Further, without leader and followers leadership cannot be developed. Without existence of followers, there cannot be any leader. A leader can exercise authority over a group of employee only when such leadership is accepted by the followers.

2. **Ability to Understand**

   A leader must be able to understand the problems of followers and he should try to resolve it as early as possible. Leader is a idol for his followers. Followers look towards him as a guide and director.

3. **Objectivity**

   Success of leader is depend on the capacity of leader to manage the objectivity in relation with the followers. It is depend on the leader's relation and power of handling the people in the organisation.

4. **A Process**

   Leadership is a process of influencing the behaviour, attitude, activities and efforts of the individual and the group.

5. **Personal Quality**

   Leadership is a personal quality of a particular person. It is depend on the character and behaviour of leader with the external and influence of it on the other factor.

6. **Common Goal**

   The leader has to try to achieve the common goal of the organisation with the help of his followers or subordinates. The leader has to identify the efforts of each and every individual employee in the organisation.

7. **Stimulation and Guidance**

   leadership is a stimulation of employee. It comprises the motivating and guide the followers where everybody is try to achieve the common goal.

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8. **Development of Self-Awareness**

The followers will always be watching the action of their leader at each and every step. The impact of leader's action is on the behaviour of the followers.

9. **Shares Functions**

Leadership is a shared experience. A manager can be a successful leader only when he realise that the shared function. A good leader share his experience and knowledge with his followers. A good leader always tries to allow his subordinates to achieve their individual goals, which automatically help to achieve the organisational goal and objectives.

10. **Leadership is not a Bossing**

Leadership is not a bossing on the subordinates rather than it's a guiding and facilitating the followers. Leadership is never a bossism. Leadership implies a formal authority which influence the behaviour.

3.2.4 Importance of Leadership

The success of a business organisation is depends upon the effective and influencing leadership. Leadership is one of the important function of management. It helps to maximize the efficiency of the employee as well as leader, which helps in achieving the organizational goals. Leadership is crucial part of any management for getting success. The importance of leadership in the management can be explain with the help of following points.

1. **Motivation**

A good leader always inspire to his followers. He tries to prove to be playing an incentive role in the concern's working. He motivates the employees with economic and non-economic rewards and thereby gets the work from the subordinates. Leadership is a source of motivation to the subordinates. Management has to provide good leadership for getting the work in a time. A good leader can influence the followers, which is helpful in getting success in the accomplishment of goals.

2. **Utilisation of Manpower**

A leader is a person who know the available staff with him and their qualities with lacunas. He makes the plan and can be execute it with the aid of his followers. Any plan cannot be workout if there is no leader, who is a coordinator of any activity in the organisation.

3. **Initiates Action**

A Leader is a person who induce the task through communicating the policies, plans and strategies. He takes the initiative for doing any action, which is with the help of his subordinates. In all the process

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the subordinates are the real player and leader is person who initiate with the forward action.

4. Guide

A leader plays the role of guide and has to not only supervise but also play a guiding role for the subordinates. Guidance refers to what to do, when to do, how to do and when to do the work

5. Confidence Creator

A leader is person who create the confidence among the followers. It is an important factor which can be achieved through expressing the work efforts to the subordinates, explaining them clearly with their role, responsibility and rights. It helps in achieving the goals effectively.

6. Building Morale

Morale refers to willingness of the employees towards their work. It helps in getting them into confidence and winning their trust. A leader can boost morale through full co-operation of his subordinates with best of their abilities as they work to achieve goals.

7. Co-ordination and Co-operation

Co-ordination can be achieved through reconciling personal interests with organizational goals. This synchronization can be achieved through proper and effective co-ordination which should be primary motive of a leader. Leadership provides basis for cooperation through number of ways. A good communication can built up a relationship which may convert into coordination and cooperation between each other.

8. Builds Work Culture

Leader is a creator of good work culture in the organisation and can be develop it in the organisation. An efficient and healthy work environment can be develop by leader which helps in sound and stable growth of the organisation.

9. Develop Human Relationship

A good leader can develop healthy relationship within the organisation and employee. Leadership is a skill of leader to handle the people and it can be develop through the healthy human relationship in the organisation.

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3.3 LEADERSHIP STYLES

Leadership styles are the pattern of behaviour which a leader adopt in influencing the behaviour of subordinates. The total pattern of leader's actions as supposed by their employees is called leadership style. It represents the leader's philosophy, skills and attitudes in practice. There are various types of leadership style and an organisation or leader can adopt the appropriate leadership style. The selection of leadership style is depend on the situation and need of the occasion. Following are some of the important leadership styles.

3.3.1 Autocratic or Authoritarian Leadership Style

An autocratic leadership is centralizes and have power and decision-making in himself. Under the autocratic style of leadership, all decisions are taken centrally by the leaders. In autocratic leadership style, the leader concentrates all the authority and the decision making powers with him. There is no participation of employee in the policy making, decision making or any other administrative work. Leader does not give any kind of freedom to his subordinates/ followers. Leader gives order and allot the work to eh subordinate without taking the opinion of his subordinates. He gives orders, assigns tasks and duties without consultation with the employees. The leader takes full authority and assumes full responsibility. Autocratic leadership is negative, and it is based on threats and punishment. In autocratic leadership style subordinates follow the orders of mangers and they believes that there is no authority given to them where they can decide what is best in a given situation. Autocratic leadership is based upon close supervision, clear-cut direction and commanding order of the superior. It facilitates quick decisions, prompt action and unity of direction. In autocratic leadership employees work as hard as is necessary to avoid the punishment from administration. Autocratic leadership is the inverse of democratic leadership. In this leadership style, the leaders makes the decisions without taking any view from anyone who reports to them. Employees are neither considered nor consulted prior to a direction, and are expected to obey to the decisions taken by the managers/ leaders. Autocratic leadership style includes in McGregor's X theory.

Advantages of Autocratic Style: The autocratic leadership style is famous because of following advantages.

1. The new generation is more independent and less submissive and not amenable to rigid control.
2. People look for ego satisfactions from their jobs.
3. Revolution of rising expectations changed the attitude of the people.
4. It provides strong motivation and rewards for leaders.

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5. Quick decision making because of single handed management.
6. Decision making and planning needs a creativity.

Disadvantages of Autocratic Style

Autocratic leadership style suffers from the following drawbacks.

1. The autocratic leadership style me create frustration among the subordinates.
2. The skills and knowledge of subordinates may not be used because of not allowing them to do the same.
3. Skilled and creative employee may be depress, because of non-availability of scope to their skills.
4. Subordinates may be shrink up to responsibility.

3.3.2 Democratic or Participative Leadership Style

The democratic or participative leadership style is also known as consultative or group oriented leadership style. In democratic leadership style the leaders decentralise the authority and delegate it to the subordinates. This style is completely opposite to the autocratic leadership style. It is characterised by consultation with the subordinates and their participation in the formulation of plans, policies and strategies regarding the achievement of organisational goals and objectives. Democratic leader encourages the subordinates to participate in decision-making. He leads the subordinates mainly through persuasion and example rather than fear and force. In the process of decision making he takes the opinions of the subordinates. Democratic leader more believe on the decentralisation of authority and rights. Democratic leadership and decisions are depend on the input of each team members. Democratic leadership is one of the most effective leadership styles because it allows lower-level employees to exercise authority they will need to use wisely in future positions they might hold. It also resembles how decisions can be made in company board meetings. In the Taylor's scientific management the inability of the ordinary employees to make effective decisions about their work. Decision-making power was assigned with the management. But now a days the need of participation by subordinates in the decision making is suggested. This is modern trend which allows the subordinates to take a part and responsibility. It helps to be eagerness to do the work. The employees feel that management is interested in them as well as in their ideas, opinion and suggestions. Democratic or participative leadership style includes in McGregor's Y theory.

Advantages of Democratic Style

1. Participative leadership helps to improve the job satisfaction and moral of the subordinates.
2. It improve and helps to motivate the subordinates.

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3. It improves the morale of employee.
4. Increased co-operation with the management.
5. Improved job performance.
6. Reduce of grievances and helps to industrial peace.
7. Reduce of absenteeism and employee turnover.

Disadvantages of Democratic Style

1. Democratic style of leadership may consume more time.
2. This style may not be helpful in emergency.
3. Subordinates always expect guidance from the leader.
4. Participation of subordinates may be interpreted as a sign of incompetency.
5. This style needs skills among all the members of the organisation.

3.3.3 The Laissez-faire or Free-Rein Leadership Style

Unlike the Authoritarian style, the laissez fair or Free-rein style falls at the other extreme. Free-rein leaders avoid power and responsibility. The laissez-faire or non-interfering type of leader passes on the responsibility for decision-making to his subordinates and takes a minimum of initiative in administration. Free-rein style has different from the features of the complete surrender of all decision-making powers to the group. Free-rein style allow the subordinates to decide and regulate themselves on the belief that they are capable and motivated. The leader does not give any direction to subordinates and allows the group to establish its own goals and work out its own problems. The leader plays only a slight role in this kind of leadership. His idea is that each member of the group when left to himself will put forth his best effort and the maximum results can be achieved in this way. The laissez fair of free-rein style leader play a rather a passive role in social participation and leave complete freedom for the group of individual decisions. The role of leader in this style is just like an umpire in a match. The laissez-faire groups developed friendly relation among the members of a group. But suggestions from the groups were very low and they were also less productive. Although laissez-faire leadership can empower employees by trusting them to work. However, employee would like to do it. It can limit their growth and overlook critical company growth opportunities. Therefore, it's important that this leadership style is kept in check.

Advantages of Laissez-faire or Free-Rein Leadership Style

1. Laissez-faire or Free-Rein Leadership Style improves the morale of employee.
2. It has positive impact on job satisfaction.
3. It helps to maximise the scope for the development of subordinates.

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4. Laissez-faire or Free-Rein Leadership Style helps in fully utilisation of employee's potentials and skills.

Disadvantages of Laissez-faire or Free-Rein Leadership Style

1. Many times subordinates feel that they know everything and do not take guidance of their leader.
2. Subordinate may ignore the leaders and vice a versa.
3. Due to over freedom subordinates may be distract from the basic objective.
4. The role of leader is very less, it may be ignore from both side.

3.3.4 Intellectual or Expert Leadership Style

Expert or intellectual leadership means how much knowledge leader should have about his organisation. Expert leaders are those who have inherent knowledge, acquired through technical expertise, industrial experience, leadership capabilities and management skills. In this style of leadership, leader expect that his subordinates also must have qualities and skills. The leader is intellectually superior compare to other and have an ability to do the work within minimum period of time. The leader may be expert in a particular subject. Intellectual leadership is a comprehensive concept. It is for exceptional people who have an extraordinary skills and can use their full potential.

3.3.5 Manipulative Leadership Style

Manipulative leadership style is based on the belief that employees are persons who should be manipulated by the leader, which will be helpful in achieving the organisational goal. Manipulative leadership is not preferred since it is based on manipulation. It usually exploit the subordinate their ambitions. Under this style of leadership the followers know that they are being manipulated and thus become angry and unpleasant. The basic characteristics of this type of leadership is personal goals are reached by the manipulation by the employees.

3.3.6 Rules-Centered or Bureaucratic Leadership Style

Under the bureaucratic leadership style leadership, rules and regulation guide the behaviour of leader as well as subordinates. The leader's behaviour is characterized and based on rules, regulations and procedures. It is applicable to both the leader and subordinates. The style of leadership nurtures subordinates laziness. Rules also lead the habit of passing the liability and play safe. In this style leader hold the position in office because of prestige. Furthermore, it can be said that bureaucratic leadership is based upon fixed official duties under a hierarchy of authority, applying a system of rules for management and decision-making. This style of leadership can be advantageous in highly regulated lines of business. It is one of the efficient management style in companies which don't require much creativity and innovation from subordinates.

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3.3.7 Strategic Leadership Style

Strategic leadership is concern with the manager's or leaders potential to apply a strategic vision for the organization. It also comprises to motivate and persuade others to acquire that vision. Strategic leadership can also be defined as utilizing strategy in the management of employees. Strategic leadership has a potential to influence organizational members and to execute organizational change. Strategic leaders create organizational structure, allocate resources and express strategic vision. Strategic leaders work in an ambiguous environment on very difficult issues that influence and are influenced by occasions and organizations external to their own. The basic objective of strategic leadership is strategic productivity and to develop an environment in which employees forecast the organization's needs in context of their own job. Strategic leaders encourage the employees in an organization to follow their own ideas and thought. This is a leadership style, which is apply by many companies because strategic thinking and supports to multiple types of employees at the same time.

3.3.8 Managerial Grid Leadership Style (Robert Blake and Jane Mouton's)

The US industrial psychologist Robert Blake and Jane Mouton developed the Managerial Grid leadership style. It is one of the most significant and practical contribution of Blake and Jane in to the principles of management. Managerial Grid is the result of massive practical research into the behavioural sciences in organisational development. The basic purpose of a managerial grid style is employee oriented and production oriented.

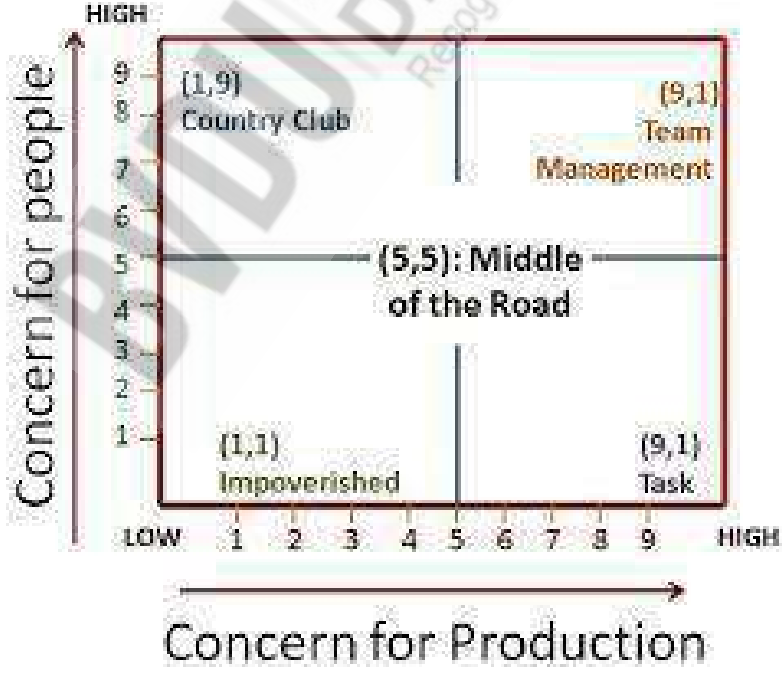

Fig. 3.1 Managerial Grid Leadership Style

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NOTES

The following are the five types of managerial grid leadership style which are specified on the above grid (fig.3.1):

1. **Impoverished (1,1)**

   The manager with (1, 1) orientation exerts minimum effort to get the work done. Impoverished leadership style exhibits little concern for either people or output. The supervisor is only a 'messenger carrier' and is expert on accusing others for his failures. There is a minimum involvement in the organisation. Thus in (1, 1) style there is a minimum interaction and minimum involvement. The supervisor hardly goes to see his boss. The subordinates keep on doing the job at their own knowledge.

2. **Task (9,1)**

   Task style indicates high concern for the output and ignores the concern for the human element. It may be called as autocrat. In this style the interference of human element is minimum and there is an excellent work design and very well laid down procedures. The work is done under the rule "produce or perish". Human relationships are minimum. There is no concern of the people doing the work. The use of power by the boss becomes the basis of control. Thus human element has minimum effect in this style. If subordinates try to create any problem, they are suppressed and their voice is silenced.

3. **Country Club (1, 9)**

   Under this kind, the manager indicates little concern for production. The manager with (1, 9) orientation develops personal and meaningful relationships with people. Work is done in a comfortable manner. The boss is measured as a big brother and subordinates work on account of loyalty and cordial relations. There is a friendly atmosphere and also a high morale. Subordinates will do some work in order to avoid trouble in the organisation.

4. **Team Management (9, 9)**

   This style meets the basic needs of the people and fully involves them to do the productive work with commitment. People are involved in the goal setting. There is an accomplishment of work from committed people that leads to a relationship of trust and respect. Thus, there is an integration of two important aspects of management viz., production and people. When the people are involved in planning and execution, they work like a team that leads to high organisational accomplishment.

5. **Middle Road (5, 5)**

   Under this style the manager seeks high output through the medium of committed people. This style tries to maintain a balance between

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the production and people. Satisfactory performance is achieved by equating the necessity for performance and reasonable morale. The underlying assumption for this method is that people will work willingly as they know what is going on. People do not get too much information from management under this style. Meetings are frequently held with the people to know their problems and also listen to their suggestions. Informal methods of communication are frequently used e. g. grapevine communication.

It is clear from the above styles that the most desirable behaviour is (9.9). The managerial grid approach is attractive and appeals to the common sense. Every leader can identify his own leadership style. The aim of every manager is to go to the level of (9, 9) style. However, the grid theory is highly controversial. It is very difficult to say why a manager falls in one part of the grid. It is very rare to find a manager-falling in the extreme corners of the grid.

3.4 THEORIES OF LEADERSHIP

Keith Davis has defined leadership as the ability to persuade others to seek defined objectives enthusiastically. It is human factor which binds every individual and a group together. Further it gives motivation to the members of a group by leader. Leadership is the process of channelising the energy of an individual or a group towards the realisation of specific goals, objectives and vision. The approach towards the leadership theories are as follows:

1. **The Trait Theory**

   This theory is also well known as Leaders Oriented Approach. This is one of the traditional approach theory towards the leadership. In this theory the leader has a specific trait within him and with his intelligence he guide his subordinates. The trait theory was the result of the first systematic effort of psychologists and other researchers to understand leadership. This theory held that leaders share certain inborn personality traits. Ordway Tead and Chester Barnard are the theorists who expected certain basic traits to be associated with successful leaders. This theory explain that leaders are born and not made or train. They have some inborn qualities and they apply it. Many researchers have tried to identify the physical, mental, and personality traits of various leaders. The successful leaders must have the following traits.

   Physiological Traits: Height, weight, structure, colour, appearance and so forth.

   Intellectual traits: Decisiveness, intelligence, judgemental ability, knowledge and emotional attribute.

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Task-related traits: Attainment drive, dedication, initiative, determination and business expertise.

Social characteristics: Socially active, cordiality and cooperation.

Socioeconomic characteristics: Gender, religion, marital status, age, occupation, literacy and earnings.

Personality traits: Extraversion, self-confidence, patience, agreeable, reliable, honesty and leadership motivation.

This theory was criticised by many theorist but is vast and keeps on changing as per the time. Further, it can be said that some of the identified traits can be acquired through learning and training.

2. Behavioural Theory or Approach

The behavioural theory of leadership evolved in the 1950. After understanding that the personal traits of a leader are essential for effective leadership, the researchers were now keen to know that what leaders do to become effective leaders. It has a simple philosophy. Behavioural approach states that eh best way to study and define the leadership is not to study the traits but study the behaviour of employees. As per this approach is to study how he behaves in a particular situation. This approach is related with the behaviours of the leader rather than the leadership traits. The behavioural approach leadership is based on the assumptions that good leadership is a result of the effective role of behaviour. Thus, it is focussed on the leader's behaviour rather than traits. To study the behaviour of leaders, two major research programs were started by two different universities namely, the Ohio State Leadership Studies and the University of Michigan Studies in America.

A. Ohio State Leadership Studies: Ohio State Leadership Studies is Behavioural Leadership Theory. A series of studies on leadership was done by Ohio State University in 1945 to identify observable behaviours of leaders instead of focusing on their traits. They found two critical characteristics of leadership either of which could be high or low or independent of one another. The research was based on questionnaires to leaders and subordinates of the organizations. These studies narrowed the description of leader behaviour into two dimensions:

Initiating Structure Behaviour: The behaviour of leaders who define the leader-subordinate role so that everyone knows what is expected, establish formal lines of communication, and determine how tasks will be performed.

Consideration Behaviour: The behaviour of leaders who are concerned for subordinates and attempt to establish a warm, friendly, and supportive climate. The Ohio State Leadership

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Studies also showed that initiating structure and consideration are two distinct dimensions and not mutually exclusive. A low score on one does not require a high score on the other.

B. **Michigan Leadership:** Michigan Leadership Studies is a behavioural Leadership Theory that indicates the Institute for Social Research at the University of Michigan conducted empirical studies to identify styles of leader behaviour that results in higher performance and satisfaction of a group. The studies identified two distinct styles of leadership; Job-cantered Leadership: Managers using job-cantered leader behaviour pay close attention to subordinates' work, explain work procedures and are keenly interested in performance. Employee-cantered Leadership: Managers using employee-cantered leader behaviour are interested in developing a cohesive workgroup and ensuring that employees are satisfied with their jobs. The Michigan Leadership Studies found that both the styles of leadership led to an increase in production, but it was slightly more in case of production of job-cantered style.

3. The Situational Theory or Situation Oriented Approach

As per the situational theory of leadership means it it's the product of a situation in a particular group. It is assumed that the traits and skills which characterise a good leader will vary from group to group and as per the situation. The situational leadership theory refers to those leaders who adopt different leadership styles. It may be as per the situation arises in an organisation the development level of their team members. It is an effective kind of leadership, it's just because of adaption of the team member's needs and which will beneficial for the enterprise. In this situational leadership, the leader may display different personality traits to deal with the different difficulties. The situational leadership is an adaptive leadership style. It encourages leaders to take stock of their team members, consider the variables in their workplace and choose the leadership style that best fits their goals and conditions.

4. The Followers Theory of Acceptance Theory

Followers Theory of Leadership also known as acceptance theory of leadership. The follower's theory is the developed on the basis of acceptance from the followers. Leadership cannot work without a group of followers and leader. For understanding the nature of leadership it is essential to study the nature of followers. In this theory the followers must accept the decisions of leader and their leadership. With follower there is no place for leaders assert this theory. According to this leadership follower theory followers may from groups and the followers groups naturally have their own characteristics and needs.

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According to the characteristics and nature of followers group's needs are determined. Every group will naturally want its needs to be satisfied. The person leading them has to satisfy at least the basic needs of the groups. The needs of followers is most important and guiding factor in deciding the leader and his leadership. In the followers theory it is very common that trait side of the leader of his leadership is ignore. But modern business manager are of the opinion that it is the followings theory which is not playing a significant role in managing the people today.

5. Contingent Theory or Approach (Fiedler's Model of Leadership)

The use of the trait and behavioural approaches to leadership showed that effective leadership depend on many variables, like job structure, culture and the nature of job. No one style or theory was effective in all situations. In different style it was observed that employees and other things are different. Fiedler's contingency theory specifies that the effectiveness of a group is contingent upon the motivational system of a leader and the degree to which the leader has control and influence in a particular situation. Further, he state that if the followers and leader relations are good, the task is structured and the leader position power is strong, the situation is regarded to be highly favourable to leadership effectiveness. Situational or contingency approaches obviously are of great relevance to managerial theory and practice. They are important for practicing managers, who need consider the situation when they design an environment for performance. The contingency theories focus on the following factors: Task requirements, Peers' expectations and behaviour, Organizational culture and policies.

6. Hersey and Blanchard's Situational Theory or Approach

Paul Hersey and Ken Blanchard developed the new leadership theory for management development specialists. It is also called as situational leadership theory. This theory was related with the some fortune 500 companies which includes Bank of America, IBM, Mobil Oil and Xerox etc. This theory is focused on the followers. It specifies that successful leaders follow the appropriate leadership style. The Hersey-Blanchard Situational Theory states that the style of leadership depends upon the maturity of the subordinates; accordingly the following four styles were developed:

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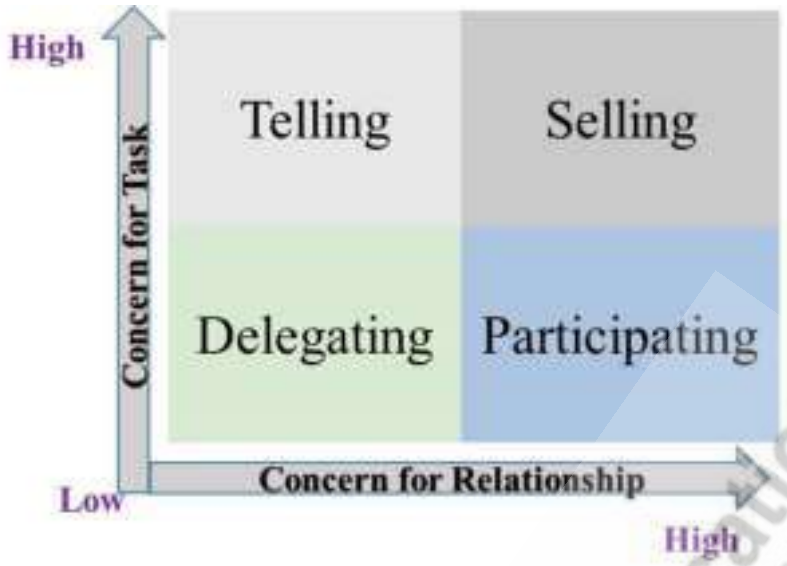

Fig. 3.2 Hersey and Blanchard's Situational Theory

A. **Telling:** When a new person enters the organisation, he has to be told everything. In many organisation the induction programme is organised for this purpose, in which the exclusive information given to him. He is given training and orientation to make him understand the task to be performed.

B. **Selling:** The leader leads by providing social and emotional support to the subordinates. He convince the groups and group members to give maximum output for the organisation.

C. **Delegating:** The leaders are least concerned about and hardly interferes with the execution of the tasks. They are not even concerned about the subordinates and their issues. It has to be delegates the right and responsibilities to the subordinates.

D. **Participating:** The situational theory is a democratic style where subordinates are allowed to participate in the decision-making process. Here, the leader is less focussed on the achievement of objectives of the organisation.

7. **Path-Goal Theory or Approach**

Path-goal Theory is one of the most popular and most respected approach towards the leadership. This theory was developed by Robert J. House and Terence R. Mitchell. The path-goal theory of leadership endeavours to clarify how a leader can help his subordinates to achieve the goals of the organization by specifying the best path and removing obstacles to the goals. The path goal theory is a contingency model of leadership that extract major factor from Ohio State leadership research on initiating structure and consideration and the expectancy theory of motivation. The path-goal theory indicates that effective leadership is dependent on, initially, clearly defining, for subordinates, the paths to goal attainment. Further the degree to which the leader is

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able to improve the chances that the subordinates will achieve their goals. Expectancy theory is the foundation of the path-goal concept of leadership. Expectancy theory indicates that employee motivation is dependent on those aspects of the leader's behaviour. It may influence the employee's goal-directed performance and the relative attractiveness to the employee of the goals involved. The theory holds that an individual is motivated by his perception of the possibility of achieving a goal through effective job performance. However, the individual must be able to link his or her efforts to the effectiveness of his/her job performance, leading to the accomplishment of goals.

The path-goal theory suggests that four leadership styles can be used in order to affect subordinates perceptions of paths and goals.

i. **Instrumental Leadership:** Instrumental Leadership behaviour involves providing clear guidelines to subordinates, which describe the methods and develop the work schedule.

ii. **Supportive Leadership:** Supportive Leadership behaviour contains creating a pleasant organizational climate. Further, it has the friendly and supportive approach with the subordinates.

iii. **Participative Leadership:** Participative Leadership behaviour entails participation of subordinates in decision-making, which automatically encourage the subordinates and suggestions from their end.

iv. **Achievement Oriented Leadership:** Achievement oriented Leadership behaviour involves setting difficult goals in order to help the subordinates to perform their best possible levels. In this the leaders have a great confidence within subordinates.

8. The Functional Theory or Approach

In the functional theory approach, leadership acts are those which help a group to achieve its objectives, which are required to satisfy the needs of the subordinates. Functional leadership is often used to describe job positions where an individual is expected to take leadership responsibility without any delegated authority. Functional leadership is model that concentrates on how leadership occurs, rather than focusing on who is going to be the lead. This approach has some marvellous advantages. The models that focus on who leads tend to look at the person with formal authority in an organization. In many situations, the person with formal authority is not the real leader. By focusing on the function of leadership, it is easier to see the incentives that are actually influencing the behaviour of the organization.

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9. The Interactionist Approach

The leaders of groups or organisations are born or made. The interactionist theorist hold that a leader is both born and made. However, the leadership is held to be a function of both personal and situational force that are basically complex. The basic assumption behind the interactionist is that leadership cannot be studied because of its isolation and it represent interaction among the members.

3.5 LEADERSHIP EFFECTIVENESS

Leadership effectiveness is consider as an outcome of individual's efforts and impact on a group to perform his roles in the organisation. Because of the diversity and multiple facet of leader, measurement of effectiveness become challenging task. Effective leadership is a major key analyst of organisational success. The effectiveness of leadership is also depends on the style of leader, which is adopted by him. There are lot of leadership styles and it can be used by the leader as per the need. In autocratic leadership style is decision making is centralised on leaders. He concentrates all the rights with him. He do not permit his subordinates to take a part in the decision making and management. While in participative or democratic style subordinates are allowed to take a part in the decision making as well as in execution of the policies decided by them. The effectiveness is totally depends on the leader and his ability to do the task. A successful leader sometimes use the autocratic style while he use democratic style in certain situation.

3.6 LEADERSHIP QUALITIES

Leaders are not only born but they can made through training and education. For getting success a good leader has a revolutionary vision and knows how to turn his ideas into real-world. The leadership characteristics, style, situations and the combinations that one has got to exhibit his leadership skills are quite different and in turn are numerous in number. Following are some of the leadership qualities that must have in a leader.

1. Intelligent and Technically Sound

A leader must be an intelligent and should have a technical knowledge in which field he is working. A leader must know his own job and also the job of his subordinates. He should possess thorough knowledge of his organisation. A subordinate looks up to his leader for any suggestion that he want while doing a work in an organisation. A good

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leader should thus possess adequate knowledge and competence in order to influence the subordinates.

2. Physical and Mentally Strong

A good leader must be a physically as well as mentally strong. Physical strength is required for the continuous and steady working hours, while mental strength is for handling the variety of situations occurs in an organisation.

3. Ability to Communicate

A leader must be a good communicator. Good communication is a requirement of a modern age. A leader has to communicate his ideas, opinions, thought and orders to his subordinates. A leader needs to be a good communicator so that he can explain his ideas, policies, and procedures clearly to the people. He not only needs to be a good speaker but also a good listener, counsellor, and persuader.

4. Continuously Self-improvement

A good leader must have to seek always for self-improvement. He should know oneself, one has to understand attributes such as being, knowing, and doing. Seeking self-improvement means continually strengthening such qualities, which can be talented through reading self-study and.

5. Social Maturity and Skills

A leader should possess empathy towards others. He should also be a humanist who also helps the people with their personal problems. He also needs to possess a sense of responsibility and accountability because with great authority comes great responsibility. A leader should be emotionally matured and should have balanced temperaments. He should have high level of tolerance.

6. Impressive Personality

A pleasing personality always attracts people. A leader should also friendly and yet authoritative so that he inspires people to work hard like him. A leader should have an impressive and pleasing personality. He must possess cheerful and optimistic outlook. He must have mental as well as physical health. He must be energetic person.

7. Flexibility

A good leader must be flexible in his nature. He must have an ability to accept the changes in technology and innovation. He should be ready to adopt new ideas and views of others as may be demanded by the situation and technology. Flexibility reflects in open minded nature.

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8. **Motivation skills**

To motivate the subordinates is one of the major task of leader. In order to motivate others, a leader must be well motivated. A leader needs to be an effective motivator who understands the needs of the people and motivates them by satisfying those needs.

9. **Timely Decisions**

A leader must be able to take a decision in time. Using problem solving, decision making, planning, and various controlling tools, a leader must make sound and timely decisions. A leader has to be decisive in managing his work and should be firm on the decisions are taken by him.

10. **Initiatives Person**

The leader must be possess certain creative abilities, qualities and he must take initiatives in his work.

3.7 SUMMARY

Leadership is a process by which an executive can direct, guide and influence the behaviour. It helps to accomplish the specific goals in a given situation. Leadership is the ability of a manager to convince the subordinates to work with confidence, enthusiastic and zeal. Leadership is the potential to influence behaviour of others. It is also defined as the capacity to influence a group towards the realization of a goal. Leadership is an activity of a leader which inspires the employees to do the work. It is an inter-personal process in which a manager is into influencing and guiding workers towards attainment of goals. It denotes a few qualities to be present in a person which includes intelligence, maturity and personality. Leadership is a group process and comprises two or more person interacting with each other. A leader is involved in modelling and moulding the behaviour of the group towards accomplishment of organizational goals. Leadership has some characteristics and nature as per the leader and his style of tackling with the situations. The success of a business organisation is depends upon the effective and influencing leadership. Leadership is one of the important function of management. It helps to maximize the efficiency of the employee as well as leader, which helps in achieving the organizational goals. Leadership is crucial part of any management for getting success.

Leadership styles are the pattern of behaviour which a leader adopt in influencing the behaviour of subordinates. The total pattern of leader's actions as supposed by their employees is called leadership style. It represents the leader's philosophy, skills and attitudes in practice. The selection of leadership style is depend on the situation and need of the occasion. Following are some of

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the important leadership styles. The styles of leaderships are Autocratic or Authoritarian Leadership Style, Democratic or Participative Leadership Style, The Laissez-faire or Free-Rein Leadership Style, Intellectual or Expert Leadership Style, Manipulative Leadership Style, Rules-Centered or Bureaucratic Leadership Style, Strategic Leadership Style, Managerial Grid Leadership Style (Robert Blake and Jane Mouton's)

Keith Davis has defined leadership as the ability to persuade others to seek defined objectives enthusiastically. It is human factor which binds every individual and a group together. The approach towards the leadership theories are The Trait Theory, Behavioural Theory or Approach, The Situational Theory or Situation Oriented Approach, The Followers Theory of Acceptance Theory, Contingent Theory or Approach (Fiedler's Model of Leadership), Hersey and Blanchard's Situational Theory or Approach, Path-Goal Theory or Approach, The Functional Theory or Approach and The Interactionist Approach. Leadership effectiveness is consider as an outcome of individual's efforts and impact on a group to perform his roles in the organisation. Because of the diversity and multiple facet of leader, measurement of effectiveness become challenging task. Effective leadership is a major key analyst of organisational success. The effectiveness of leadership is also depends on the style of leader, which is adopted by him. Leaders are not only born but they can made through training and education. For getting success a good leader has a revolutionary vision and knows how to turn his ideas into real-world. The leadership characteristics, style, situations and the combinations that one has got to exhibit his leadership skills are quite different and in turn are numerous in number.

3.8 QUESTIONS FOR DISCUSSION

1. Define leadership. Explain the characteristics and nature of leadership.
2. Explain in detail the leadership styles in detail.
3. Describe the theories of leadership.
4. What is leadership effectiveness?
5. What are the leadership qualities in detail?

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UNIT - 4
COMMUNICATION AND CO-ORDINATION

4.0 LEARNING OBJECTIVES

After studying this topic, student should be able to

17. Understand the concept of communication
18. understand the principles of effective communication
19. Get the knowledge about recent modes of communication.
20. Get well acquainted the concept of coordination.
21. Understand the cooperation and coordination.

4.1. Introduction
4.1.1 Meaning of Communication
4.1.2 Definition of Communication
4.1.3. Features of Communication
4.1.4 Role of Communication
4.2 The Significance of Communication
4.3 Barriers of Communication
4.4 Principles of Communication
4.5 Recent Modes of Communication
4.6 Coordination
4.6.1 Meaning & Definition of Coordination
4.6.2 Features of Coordination
4.7 Significance or Need for Coordination
4.7.1 Principles of Coordination
4.7.2 Limitations if achieving coordination
4.8 Cooperation
4.8.1 Distinction between Coordination and Cooperation
4.9 Summary
4.10 Questions for Discussion
4.11 References

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NOTES

4.1. INTRODUCTION

In fine, we can say that Communication is a framework through which individuals share thoughts, sentiments, musings, actualities, feeling, qualities and feelings with one another. It goes about as a scaffold of significance among individuals. Communication is a Latin word, which means of which is sharing. Communication means sharing or trading data, news, thoughts, and so forth with somebody. The most widely recognized vehicle of Communication is language. In addition, there are other a few methods for Communication accessible to us. We use non-semantic images, for example, traffic lights, street signs, railroad sign to pass on data identifying with the developments of vehicles and trains. We likewise utilize transmitted code for fast transmission of messages and mystery codes for Communication resistance and other exceedingly private data. Communication is set up between people as well as between non-individuals. Today we locate the most progressive and human advancement method for Communication, however it was accessible notwithstanding during the crude time of development, certainly in some other from. Business Communication

Communication includes trade of idea or data among people in an association and is a deliberate and ceaseless procedure of telling, tuning in and understanding. The best possible comprehension of a message is a significant part of Communication. On the off chance that it isn't comprehended by the recipient similarly in which the sender of the message needs him to comprehend, there might be perplexity, chaos, and authoritative wastefulness, prompting non-satisfaction of objectives which are set by the business concern. In perspective on this, Communication isn't just the transmission of message starting with one then onto the next yet additionally the right elucidation and comprehension of the message. In the expressions of Theo Haimann, "Communication is the process of passing information and understanding from one person to another…… is the process of imparting ideas and making oneself understood by others."

4.1.1. Meaning of Communication

It is exceptionally hard to characterize the term 'Communication' in a straightforward way. Various researchers characterized Communication in various ways. The easiest meaning of Communication is "a procedure of sending and getting a message between two gatherings." Actually Communication is the way toward moving data and comprehension from one of more individuals at least one individuals. In the most obvious from, Communication implies connection between two gatherings.

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4.1.2. Definition of Communication

A couple of remarks given by certain specialists on Communication are given underneath:

1. As indicated by Megginson stated, "Communication is the way toward transmitting implications, thoughts and comprehension of an individual or a gathering to someone else or gathering."
2. As per Newstrom and Keith Davis stated, "Communication is the exchange of data structure one individual to another. It is a method for achieving others by transmitting thoughts, emotions, considerations, realities and qualities."
3. Koontz and O'Donnell — "Communication is an intercourse by words, letters, images or messages; and is a way that one association part offers significance and comprehension with another."
4. Newmann and Summer — "Communication is a trade of actualities, thoughts, suppositions or feelings by at least two people."
5. Allen Louis A. — "Communication is a total of the considerable number of things one individual does when he needs to make understanding in the psyches of another. It includes a deliberate and consistent procedure of telling, tuning in and understanding."

4.1.3. Features of Communication

1. **Two-way process**

   Communication is a two-path procedure of comprehension between at least two people – sender and collector. An individual can't speak with himself.

2. **Continuous procedure**

   Exchange of thoughts and supposition among individuals is a progressing procedure in business and non-business associations. Consistent communication advances comprehension and trade of data pertinent for basic leadership.

3. **Dynamic procedure**

   Communication among sender and collector takes various structures and medium relying on their mind-sets and conduct. It is, in this manner, a dynamic procedure that continues changing in various circumstances.

4. **Unavoidable**

   Communication is an unavoidable action. It happens at all levels (top, middle, lower) in every single useful region (creation, fund, work force, deals) of a business association.

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5. Two individuals

At least two people — sender and receiver — must be available for Communication to occur. It might be between bosses, subordinates and friend gathering, intra or entomb se.

6. Trade

Communication includes trade of thoughts and feelings. Individuals associate and create understanding for one another.

7. Methods for bringing together hierarchical exercises

Communication binds together interior hierarchical condition with its outer condition. It likewise incorporates the human and physical assets and changes over them into authoritative yield.

8. Verbal and non-verbal

Despite the fact that words are dynamic transporters of data, signals can now and again be more dominant than words. Outward appearances, sounds, signs and images are the non-verbal types of Communication.

9. Mutual Understanding

Communication is compelling when sender and recipient create shared comprehension of the subject. Messages passed on ought to be comprehended by the beneficiary in the ideal sense.

10. Objective situated

Communication is objective situated. Except if the collector and sender know the reason they plan to accomplish through Communication, it has minimal commonsense utility.

11. Establishment of the Management

In spite of the fact that Communication is a coordinating capacity, it is significant for other administrative capacities moreover. Planning plans and association structures, rousing individuals to achieve objectives and controlling authoritative exercises; all require Communication among directors at different levels.

12. A method, not an end

Communication isn't an end. Viable Communication is a method towards accomplishing the end, that is, objective achievement. It smoothen administrative tasks by encouraging arranging, sorting out, staffing, coordinating and controlling capacities.

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13. Human action

Since Communication makes achievement of authoritative objectives conceivable, it is basic that individuals comprehend and like one another. In the event that individuals don't see every others' perspective, there can't be powerful Communication.

14. Inter- disciplinary

Communication is the craft of how communicators use learning of various fields of concentrate like human studies, brain science and social science. Utilizing these orders makes Communication compelling. It is, in this way, a between disciplinary zone of the executives.

4.1.4. Role of Communication

Directly from the time a kid is born, Communication assumes a significant role in his life. Talking, tuning in and composing are the basic types of Communication. A huge piece within recent memory is given to Communication as we share our thoughts and sentiments with people and gatherings of individuals. Communication builds up a sorted out society with characterized jobs for every person.

In the business world, managers play out their errands and obligations through Communication. Communication gives the premise to viable execution of plans, doling out occupations to individuals, completing headings and exercises and encourages control.

The managers' capacities can be performed effectively when directors convey eye to eye, telephonically or electronically with their bosses, peers, subordinates, clients, providers, contenders and so on. Notwithstanding when they are not talking, they are caught up with perusing or composing reports, updates and letters which are various types of Communication. Communication has decreased topographical separations into storable and classified structures and has encouraged countless individuals to connect with one another.

It is significant that Communication ought to be viable. Successful Communication is move of data alongside exchange of comprehension. It means move of messages, thoughts and data in a way that the sender and receiver comprehend the subject in a similar sense.

"It is the way toward communicating something specific so that the message got is as close in significance as conceivable to the message expected." Effective Communication, therefore, happens when collector comprehends the message in a similar sense as the sender needs to pass on.

Communication is the establishment for human cooperation that creates normal comprehension among at least two people. This advances basic goals through composed endeavours among individuals having a place with various practical offices.

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4.1.5. Process of Communication

Communication procedure is a grouping of exercises where message sent is comprehended by the beneficiary in its planned importance. For instance, execution of a buy request or discussion through phone will be finished if the ideal outcome is accomplished, that is, provider sends the ideal goods and recipient of telephone call goes about as wanted by the producer of the call.

Communication is a procedure that interfaces the sender with the beneficiary of the message. A procedure is "an orderly arrangement of activities, tasks or arrangement of changes coordinated to some end." However, in actuality, circumstances, Communication procedure is surprisingly mind boggling. It comprises of a progression of components which results in sharing of significance by sender and collector.

These elements are discussed below

1. **Sender**

   Sender is the individual who starts, creates and sends the message. He speaks to the wellspring of message. The Communication procedure starts when the sender builds up a thought or message he needs to transmit. He should mastermind the thoughts in a way that can be comprehended by the collector. An instructor conveying an address in the study hall is the sender of the message or a chief tending to his group in a gathering is sender of the message.

2. **Message**

   Message is the way to go or data that the sender needs to pass on. He may pass on it verbally (by composing or talking) or non-verbally (through signals or non-verbal communication). Whatever the structure, the message ought to be unmistakably shaped with the goal that ideal goal is cultivated.

3. **Encoding**

   When the sender is clear of what message to transmit, he chooses the code through which the message will be transmitted. The message is dynamic and impalpable and, accordingly, must be changed over into some structure (words, motions, pictures and so on.) to make it significant. An encoding means changing the message into symbols.

   Encoding offers significance to the message or changes over thoughts into codes which can be comprehended by the collector. Encoding means making an interpretation of the message into words (composed or expressed), images or signals. It might be a blend of the three. The code ought to be suitable to the circumstance, which is, deciphered by the beneficiary in the way proposed.

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4. Medium

Transmission includes choosing the medium or channel of Communication. When chosen that the message must be sent recorded as a hard copy, the sender may choose the electronic channel and the mechanism of email or fax. Short messages can be transmitted through phone yet long messages can be sent through letters or circulars. Decision of channel relies on the message to be passed on, individual predispositions of the sender and nature of data. Short messages are for the most part sent through phone. Where illustrations, outlines and delineations structure some portion of the message, it ought to be sent recorded as a hard copy. Individual inclinations incorporate sender's inclination for a specific channel. A few senders want to impart recorded as a hard copy, howsoever short the message might be and, accordingly, lean toward the composed channel of transmission. Nature of data refer to promptness and secrecy of data. Secret data where quick criticism is required is commonly transmitted orally.

5. Receiver

Receiver is the individual or a gathering of people to whom the message is passed on. If there should arise an occurrence of telephonic discussion, the sender can send message to one collector yet in the event of gathering discourses, workshops and meetings, beneficiaries can be multiple. The message must be structured; encoded and transmitted in a way that beneficiary can comprehend it effectively. Utilization of specialized words, languages and entangled images ought to be kept away from. Contingent upon the channel chosen, collector might be an audience, watcher or a reader.

6. Decoding

Decoding means, giving meaningful interpretation to the message. On getting the message, the beneficiary makes an interpretation of the images into significant data as well as could be expected. Communication is compelling if beneficiary comprehends the message similarly as planned by the sender. The recipient must, in this manner, be acquainted with the codes and images utilized by the sender.

7. Noise

It speaks to the disturbing component during the time spent Communication. It meddles with viable Communication and lessens clearness of the message. The message might be translated uniquely in contrast to proposed by the sender. Conversing almost a machine making sounds, aggravation in phone line, physical illness or mental trouble of sender or recipient, mental hindrances (level of trust, dread, discernment and so forth.) are the regular types of commotion that impede the nature of message transmitted from sender to the collector.

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8. Feedback

Feedback is recipient's reaction to sender's message. The recipient imparts his response to the sender through words, images or signals. It is the inversion of Communication process where recipient turns into the sender and sender turns into the beneficiary. Except if the receiver reacts to the message, Communication procedure is fragmented.Feedback encourages the sender to change his message, if necessary. It likewise enables the collector to clear questions on the message, poses inquiries to fabricate his certainty and empowers the sender to know productivity of the message. Criticism makes the Communication procedure complete.

In face to face Communication, the sender can promptly get the criticism yet in composed Communication, it sets aside effort for sender to get input on the message. A composed notice sent by chief to the representatives to work seven days seven days rather than six can be actualized when everyone has perused and marked the notice. Subordinates will give criticism on the notice and prescribe changes, whenever required. Supervisors can actualize the notice just on the off chance that it is acknowledged by the subordinates, except if it is a request.

Feedback builds effectiveness and applicability of Communication.

Feedback assumes significant role in two-way Communication. In single direction Communication, sender speaks with the recipient without getting any input yet in two-manner Communication, collector gives criticism to the sender. Despite the fact that single direction Communication takes less time and is all the more systematic (it maintains a strategic distance from commotion and bedlam), input in two-way Communication makes it increasingly exact and exact.

Feedback offers the accompanying advantages

1. It enables senders to improve Communication with the beneficiary.
2. It enables collector to explain questions on the message and, accordingly, perform better.
3. Enabling recipients to pose inquiries fabricates certainty and they are increasingly sure of their presentation.
4. It empowers the sender to know productivity of his message; regardless of whether the collector has comprehended the message in its correct significance. Input makes the Communication procedure complete.
5. In light of recipient's understanding and recommendations on the message, sender can alter the consequent messages.

Be that as it may, two-way Communication ought to be utilized productively. In the event that sender and collector hold clashing feelings and none is prepared to consent to the next's perspective, the message can't be

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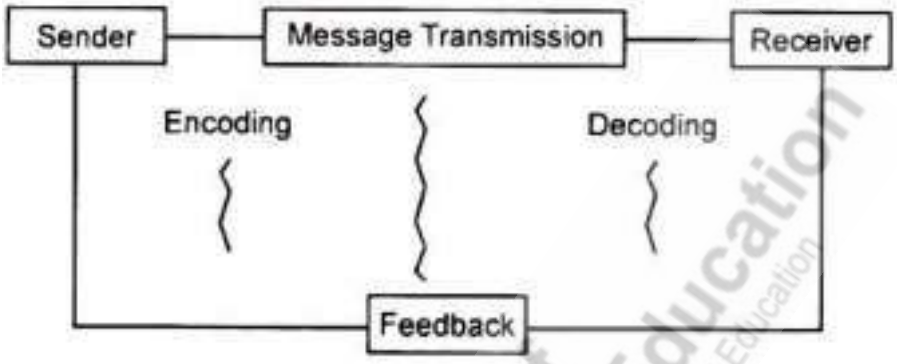
followed up on. Accusing each other with protective thinking and not acting in help of the message can lessen productivity of the message. Two-way Communication can't be kept away from and, subsequently, both the gatherings should hold aside their consciences and touch base at accord in the event that there are clashing conclusions about the message.

The Communication process can be represented as follows:



4.2. THE SIGNIFICANCE OF COMMUNICATION

1. **Reason for Planning**

   Planning is the essential capacity of the board. On the off chance that plans are all around planned and imparted for their execution, it prompts authoritative achievement. Arranging requires broad ecological checking and data about inner and outer association components. A powerful arrangement of Communication helps in acquiring this data. Actualizing the plans requires conveying them to everyone in the association. Communication is, therefore, the premise of arranging.

2. **Inspiration to work**

   Employees are persuaded to work if their needs are fulfilled. Communication enables administrators to know needs of their representatives so they can receive reasonable sparks and motivate them to create uplifting frame of mind towards the workplace.

3. **Job Satisfaction**

   Exchange of data creates trust, certainty and confidence among directors and subordinates. They comprehend their activity positions better and, along these lines, perform better. Individuals are focused on authoritative destinations which advances work fulfilment,

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4. Responsibility to hierarchical objectives

Managers who pursue a compelling arrangement of Communication comprehend representatives' needs, receive reasonable inspirations to fulfil them, assess their exhibition and give them ordinary criticism. The representatives likewise work with responsibility towards hierarchical goals.

5. Coordination

Communication arranges hierarchical assets (human and non-human), singular objectives with authoritative objectives and inside condition with outer condition. Coordination is the way to hierarchical achievement and Communication is a functioning supporter of coordination.

6. Flexibility to external condition

So as to make due in the changing, unique condition, supervisors ceaselessly cooperate with outside gatherings like government, providers, clients, and so forth. This requires successful Communication framework in the association.

7. Internal working of an enterprise

Managers associate with gatherings inward to business enterprise. They always acquire and give data to them. Increasingly successful the Communication framework, progressively exact will be the data.

8. Healthy modern relations

Fulfilled specialists add to solid associations. Communication brings chiefs and worker's guilds closer, creates common comprehension and advances modern harmony and amicability. These increases mechanical generation.

9. Aides in performing administrative jobs

As per Henry Mintzberg, managers perform three noteworthy jobs – interpersonal, informational and decisional. Communication helps chiefs in playing out these jobs viably. In relational jobs, directors interface with bosses, companions and subordinates; in enlightening jobs they get and offer data to individuals inside and outside the association and in decisional jobs, they take significant choices and convey them to authoritative individuals for their viable usage.

10. Encourages authority

Successful pioneers communicate with devotees, control and motivate them to play out the individual and authoritative objectives. Compelling Communication procedure encourages pioneers to complete the administration capacities.

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11. Encourages control

Planning is compelling whenever joined by a powerful control framework. Control is conceivable when administrators survey subordinates' exhibition, right and avert deviations and give them customary criticism of execution. Control work to a great extent relies on Communication arrangement of the association. How adequately administrators control hierarchical exercises rely on how powerful is the Communication framework.

12. Preparing and improvement

Granting preparing and advancement facilities to workers relies on how well their bosses speak with them. Mentors with great relational abilities are superior to anything the individuals who have poor relational abilities.

13. Substance to organizational existence

Acquiring data to make arrangements, making individuals mindful of power obligation structure, position in the hierarchical pecking order, planning their exercises is the embodiment of authoritative survival and development. This is conceivable through compelling communication.

4.3 BARRIERS OF COMMUNICATION

A) Psychological Barriers

1. Lack of Attention

When the individual is pre-involved by some different things and don't listen cautiously what the other individual is talking, at that point emerges the mental hindrance in the correspondence. At the point when the individual does not tune in to other people, at that point he won't most likely grasp the message as it was expected and won't almost certainly give appropriate criticism.

2. Premature Evaluation

Many individuals tend to bounce to the ends straightforwardly and structure decisions without thinking about every one of the parts of data. This is commonly done by the individuals who are eager and resort to a specific tuning in. This untimely assessment of the data goes about as an obstruction to the compelling correspondence and brings down the assurance of the sender.

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3. Poor Retention

The maintenance alludes to the limit of a cerebrum to hold or store things in the memory. The cerebrum does not store all the data went over but rather truth be told, hold just those which esteems to be useful later on. Accordingly, a significant part of the data gets lost during the maintenance procedure, and this goes about as an obstruction to the compelling correspondence.

4. Loss by Transmission

The misfortune by transmission implies, at whatever point the data trades hand its believability diminishes. It is regularly seen on account of an oral correspondence where individuals handle data thoughtlessly and transmits the data which has lost a portion of its reality. Along these lines, the ill-advised and absence of data being transmitted to others goes about as a block in the correspondence procedure.

5. Distrust

To have a viable correspondence, it is must that both the communicators (sender and recipient) trust one another. On the off chance that there is an absence of trust between both the gatherings, at that point they will in general determine negative significance out of the message and frequently overlook what has been conveyed. In the event that the beneficiary has no trust, at that point he won't tune in to whatever is being said by the sender, and this will bring about a useless correspondence.

6. Emotions

The correspondence is extraordinarily impacted by the feelings of an individual. In the event that an individual isn't in a decent disposition, at that point he would not listen appropriately to whatever is said and may make statements insulting the sender. A few different feelings, for example, outrage, anxiety, disarray, fretfulness, and so forth influences the correspondence procedure.

B) Physical Barriers

1. Environment

Some obstructions are because of the current condition. For instance, on the off chance that you are remaining in unfriendly climate conditions, your discussion would be hampered in light of the fact that you would not have the option to give full consideration to what the other individual is stating.

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2. Distance

Distance likewise has a significant impact in deciding the course of a discussion. For instance, if the staffs in an association are made to sit in various structures or various floors, they may need to substitute eye to eye correspondence with telephone calls or messages.

3. Ignorance of Medium

Communication likewise incorporates utilizing signs and images to pass on an inclination or an idea. Be that as it may, if there is an absence of numbness about the medium wherein sender is sending the message, the discussion can be hampered.

4. Noise

Noise makes obstacles for the message arrive at the recipient and cause physical correspondence boundary. There are numerous sorts of commotion in correspondence procedure, for example, physical clamor, composed noise, innovative noise, and so forth.

Physical noise is the aggravations that happen due to outside or foundation unsettling influence and condition. This sort of noise happens in generally a wide range of correspondence like up close and personal, composed, and so forth.

Composed commotion like awful penmanship or composing is additionally taken as physical boundary.

Innovative commotion are the noise that happen in the medium or channel like no stable while chatting on telephone or message sending disappointment in visits.

The majority of the referenced kinds of commotions are incorporated as physical correspondence hindrances.

5. Data Overflow

At the point when data turns out to be beyond what that can be gotten at a specific time by the beneficiary, at that point correspondence comes up short.

The collector does not have the ability to get all the data and can miss some significant focuses or misjudge the importance of the entire message inside and out. The message won't get the ideal result making the correspondence not be successful and go about as a hindrance. Work over-burden and data duplication likewise help to cause physical correspondence boundary.

Physical variables impede compelling correspondence, in any type of correspondence. On the off chance that physical boundaries are decreased or wiped out, the correspondence ends up successful as there is less bending and obstruction.

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C) Linguistics Barriers

1. Difference in Language

Distinction in language is the clearest obstruction to correspondence as two individuals talking two unique dialects can't speak with one another. For instance, an American goes to China. The individual does not get Chinese and a great many people in China don't get English. Along these lines, when the individual talks, the correspondence is useless as the other Chinese individual doesn't get it.

2. Local Accents, Dialects and Pidgin

The pronunciations and vernacular (utilization of words) of individuals having a place with better places contrasts regardless of whether their language is same. In spite of the fact that the dialects are in fact the equivalent in individuals utilizing various tongues and accents, the implications, suggestions and elucidations of words are unique, which may prompt different sorts of contentions.

For instance, if a Scottish rancher converses with an individual from London, they don't see the greater part of the words the different says despite the fact that the two of them communicate in English. The word ham and bacon can be utilized conversely in Scotland yet they are diverse in England.

Additionally, pidgin is the streamlined language utilized between individuals who don't talk regular language. The ramifications of words and expressions can make mistaken assumptions.

For instance, the truncation "LOL" utilized in visit language used to mean Lots of Love previously, which changed to Laugh Out Loud. In the event that an individual says LOL, the subsequent individual can decipher the significance in any capacity they need or from their comprehension. Individuals utilize both the truncations as indicated by the specific situation and need.

3. No Clear Speech

Individuals who talk delicate or in a little voice can't be comprehended. The sender may state something though the collector may comprehend something different. In spite of the fact that talking regular language, individuals may experience issues understanding the importance of the message and the criticisms. This may likewise be a reason for deterrent in correspondence.

4. Utilization of Jargons and Slang

Languages are the specialized words utilized in correspondence. It may be distinctive as indicated by various callings, forte and specialized field of an individual.

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For instance, specialized words utilized by specialists and attorneys are amazingly extraordinary. On the off chance that they begin talking, the two won't get what the other is discussing.

A few languages like deferment (language utilized by legal advisors and police utilized for postponing a preliminary for respondent), BP (therapeutic language for Blood weight), and so on are just utilized by individuals in comparative calling which may be a reason for language hindrance.

Likewise, the utilization of slang additionally makes correspondence incapable. For instance, the utilization of word "grass" to depict cannabis can go about as a boundary for the individuals who don't have the foggiest idea about the slang meaning.

5. Word Choice

The decision of word utilized in depicting anything must be considered before conveying. The words utilized by a specific individual to demonstrate their concurrence on something can be taken as mockery which is negative in nature.

Words with two implications, homonyms, homographs, homophones ought to consistently be stayed away from as it doesn't send the correct significance and can be translated in any capacity. In this way, the message won't be sent as planned which goes about as a kind of language obstruction in correspondence.

6. Education and Linguistic Ability

A few people have low jargon in a specific language though some high. Despite the fact that proficiency and instruction builds the need to adapt new words, it probably won't be the main reason. Individuals can build their jargon by perusing and with their very own advantage as well. Jargon is likewise less if an individual uses the language as their informal language.

Moreover, etymological capacity is the ability of an individual in a specific language. On the off chance that an individual with high jargon and etymological capacity chats with another with low capacity, the subsequent individual won't comprehend the words utilized prompting miscommunication of entire message.

Wellsprings of Cultural Barriers

D) Cultural Barriers

1. Language (Semantic)

Language is considered as the most essential hindrance in culturally diverse correspondence. Since verbal correspondence is significant in

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each specific situation, the understandings of the significance of words are likewise significant. The language obstruction happens in view of contrasts in language as well as in the types of an assortment of tongues. The models are of Chinese and Russian language where various lingos are utilized in a few pieces of the nation. On the off chance that one communicator doesn't know about the careful importance, it will make misjudging and lead to a contention of thoughts.

2. Social standards and qualities

Each culture hold its very own qualities, which means and standards not the same as another. This distinction is caused in view of truth, conviction and judgment through which they procured information about society and culture. For instance, in eastern nations like India, Pakistan, Srilanka the significance of physical closeness is unique in relation to that in western nations. In western culture, individuals share physical vicinity or closeness just with the people whom they know. This is the reason we can locate a quiet and calm condition in open transportation in western nations. On opposing, we can locate a gigantic, packed condition in Indian rural and metro rail transports.

3. Stereotypes

Stereotypes are any negative picture or assumptions on a specific network and personality. These are made through broad communications and their substance motivation. For example, the status of transgender is considered in the distinctive degree of standard in different societies. Same like the job and regard for ladies additionally changes from culture to culture. In social mental perspective, positive generalizations are likewise considered as the social hindrance. It is portrayal of a specific gathering of individuals or culture in a positive manner. This might be unique in relation to the real world. The constructive generalizations make casings of reference in the psyche of individuals in social setting. For instance, it is considered as individuals in Italy are having an extraordinary enthusiasm for craftsmanship. This may be valid in some sense since Italy was experienced different workmanship developments. In any case, if an outsider visits Italy and associate the Italians with that attitude, he may think that its hard to experience the truth.

4. Values and Beliefs

The distinctions in qualities and convictions in societies additionally make an obstruction in correspondence. The distinction in the degree of worthiness in societies is a model. The purposes for these are impacted by religion, political condition or epistemology. Rokeach in his book "The Nature of Human Values "(1979) characterizes the

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incentive as 'a sort of conviction that is midway situated inside one's complete conviction framework'. Qualities enlighten us regarding individuals' conduct. Qualities might be express (expressed clearly in a worth judgment) or verifiably (surmised from nonverbal conduct), and they might be separately held or seen as a piece of a social example or framework. Each nation has various religions rehearsed by its kin. So the distinctions in their qualities and convictions are additionally a case of social obstructions.

Non-verbal communication and motions: Body language and signals are other components of the social hindrance. It is difficult to impart without non-verbal communication and motions. It gives significance and defence to correspondence. In preservationist social orders like Arab and African nations, welcoming inverse sex by shaking hands or embracing is considered as uncouthness or even good wrongdoing. However, in the western world it is normal practice to shake hands while we meet individuals.

5. Religion

Being from various religions or ranks can go about as a hindrance to impart on an individual or expert level. In some cases, an individual may feel awkward speaking with individuals from different religions. This is principally a result of the distinction in the convictions they share. Religious perspectives sway the way one supposes and can prompt contrasts of supposition.

In any case, one must comprehend the explanations for these distinctions and handle them cautiously. On the off chance that this is done, religion would never again remain a social boundary to correspondence. Be that as it may, because of globalization and spread of instruction, the negative effect of this sort of boundary is by all accounts diminishing.

E) Other Barriers

1. Mechanical Barriers

At times, mechanical apparatuses, utilized in the correspondence procedure, may experience the ill effects of mechanical deformities prompting for example twisting of messages inferable from specialized blames in phone lines or abrupt separation of phone connection rendering correspondence inadequate and so on making genuine correspondence issues. In some different cases, peons, errand people, and so on utilized for passing on messages, probably won't pass on precise interchanges, as expected by the sender.

For mechanical gadgets utilized in correspondence process, the administration must think about their upkeep and due fixes.

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Regardless, mechanical gadgets, similar to phone framework and so on must be stayed up with the latest.

Be that as it may, at times, there probably won't be any answer for mechanical imperfections – inferable from components outside the ability to control of the board; in which cases, elective media or techniques for correspondence must be turned to by the sender.

Where messages and so on are proposed to be passed on by peons, envoys and so on. The accentuation must be on sending composed messages through them. If there should arise an occurrence of oral transmission, gifted or prepared peons and so forth should be utilized, for motivation behind transmission of messages.

2. **Loss of Transmission and Poor Retention**

There is generally lost substance of the message; when it is in a course of transmission by means of different connections in the scalar chain particularly when the correspondence is made verbally. Additionally there is related with it a marvel of the poor maintenance of messages by beneficiaries, as an issue of poor retention control, with generally people.

Emphasis of the sender must be on making composed correspondences, rehashed sensibly every now and again; to beat these hindrances.

4.4. PRINCIPLES OF COMMUNICATION

1. **Have a Goal**

To start with, you have to figure out what you need your group of spectators to do or escape your Communication. Is it true that you are situating yourself as an idea chief or would you say you are influencing them to make a move? Making sense of your optimal result toward the begin and deliberately creating your Communication to go after that objective will make it considerably more viable. Choose which KPIs can best exhibit that your objectives have been met, regardless of whether it's snaps, social offers, recruits or buys.

2. **Listen**

Great Communication is never one way. It's the reason nobody preferences being screwed over thanks to uncle Preston at the family BBQ in light of the fact that he'll energetically let you know, once more, in horrifying subtlety, how he fixed his lawnmower that one time. Without allowing you to state a word, that will dispatch him into

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another tale about the kinds of winged animals he's found in his yard this late spring. What's more, it continues endlessly.

In like manner, on the off chance that you never tune in to what your group of spectators is stating or allow them to draw in, you'll battle to viably interface with them. Thus, do your exploration, read what they're composing, request their criticism and join what they're searching for into what you're attempting to impart.

3. Change in accordance with Your Medium

Setting about where and how your Communication is being expended is a crucial factor to consider. For instance, you wouldn't express certain words through composed Communication in light of the fact that the tone and emphasis of the verbally expressed word isn't there. In a similar vein, you would convey diversely on the telephone than vis-à-vis on the grounds that the other individual can't see your face, hand motions or non-verbal communication.

Therefore, when you choose the most engaging arrangement to contact your group of spectators, ensure your substance and informing is custom fitted for that medium. In the event that it's for Twitter, you'll need something that is short, outwardly engaging and will perhaps begin a discussion. In any case, if it's a blog entry, you'll need to broadly expound on a portable upgraded, simple to-peruse page.

4. Remain Organized

When beginning, make a strong, abnormal state plot that incorporates your objective, your primary point(s) to get crosswise over and the fundamental ways you will delineate them for your group of spectators. Remain concentrated on this arrangement, be methodical in your exploration and maintain a strategic distance from extension creep.

5. Be Persuasive

This is the entire reason you're conveying, so do it well! Various individuals are influenced in an unexpected way. In this way, if proper, offer to their reasonable side with pertinent realities to back up your principle contention. Be that as it may, maybe more significantly in numerous cases, you ought to likewise speak to your group of spectators' enthusiastic side. Studies have demonstrated that our enthusiastic mind forms data multiple times quicker than the intelligent side of our cerebrum. In this way, use pictures and stories that inspire satisfaction, expectation, cleverness or shock to get you closer to your Communication objective.

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6. Be Clear

Keep your composition clear and succinct. Additionally, unequivocally state what you're contending, keep it as short as could reasonably be expected, maintaining a strategic distance from long words when a short one will do and for the most part keep your sentences underneath 30 words. For the most part, this equitable requires experiencing a couple of rounds of altering to take out such pointless.

7. Visuals are Important

When speaking with a group of people, assortment can go far. People grasp new data in various ways yet many are essentially visual individuals. Truth be told, you can understand visual information in as manage as 13 milliseconds! Appropriately, you can all the more adequately associate with your group of spectators by utilizing convincing visuals to attract your crowd and clarify your point notwithstanding just content. Visuals can likewise enable you to speak to your crowd's passionate side.

8. Use Stories

Another approach to interface with your group of spectators and impart your thoughts is with pertinent illustrative stories. Individuals are characteristic story tellers and audience members. This innate characteristic stretches crosswise over societies and, for me, is particularly clear with how children are so rapidly attracted to story books.

Stories are incredible approaches to make thoughts progressively substantial to individuals and can likewise acculturate what you're conveying. Speaking to your group of spectators' increasingly enthusiastic side, stories are additionally bound to be recollected than different components of what you impart. Along these lines, on the off chance that you truly needy individuals to comprehend and recollect your point, include a story that outlines it.

9. Less is more

Your group of spectators is likely occupied. So don't squander your (or their) time with superfluous goodies, rehashed data or subtleties that might be connected yet don't assist you with your principle Communication objective. It will prompt withdrawal, less data being held and detract from the adequacy of your enterprise. If all else fails, decide in favour of clearness.

10. Be Curious

At long last, make plans to consistently be learning. While a few things continue as before, the how and what we convey is always developing.

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Peruse parts, converse with coaches and never accept you know everything with regards to great Communication. For your individual enterprises, test various organizations and styles to perceive what works best when associating with your exceptional group of spectators and consistently be available to criticism.

Communication is the foundation of our calling. To be viable at it – in the case of selling an item, attempting to persuade a gathering to act or getting your group adjusted – these Communication standards should help centre your contemplations into something both amazing and valuable.

4.5. RECENT MODES OF COMMUNICATION

Essentially, Communication means sharing of thoughts in like manner. Communication can be characterized as trade of thoughts, perspectives, data, and certainties and so forth with at least two people with a mean to create understanding. Communication framework alludes to the channels by which trade of thoughts, information's, news and perspectives happens between various people, gatherings and foundations.

Exchange of data has turned into a need of our life. Purchasers and vendors, makers and shoppers can be brought nearer by giving certainties and data. A compelling Communication framework goes about as a grease and encourages the smooth running of industry and exchange. In nowadays data is considered as factor of generation like land, work, capital administration and materials.

Modes for Communication

1. **Postal Services**

   Postal Services were begun in 1837 by British individuals. The Postal Department was begun in 1854. Railway Mail Service (RMS) was propelled in 1907 and Air Mail Service (AMS) was presented in 1911. The Postal Services are the most seasoned, least expensive and extremely prominent methods for Communication. The postal system has been expanding since 1951.

   The postal system in India is the biggest in the entire world with 1.5 lakh post workplaces. In nowadays uncommon consideration has been given to the rustic, sloping and remote zones for using postal system. The primary point of the postal division is to give a mail station inside 3 kms of each town and letters enclose each town having 500 populations.

   One can send messages through post cards, inland letters and encompasses inside the nation and through aerogram to different

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nations. Significant and classified messages are sent through enlisted post. Cash can be sent through cash request. Merchandise can be sent through package or Value Payable Post (V.P.P.).

In 1973 'Quick Mail Service' (QMS) was propelled. Speed Post Service was begun in 1986. In 1972, with an intend to modernize the developing volume of mail; the Postal Index Number (PIN) was presented. Cash Transfer from outside nations. Express. Package Service and Corporate Money Order and so forth are a portion of the plans which have been propelled as of late to win more income.

The Postal Services likewise give Post Office Saving Bank offices, Postal disaster protection, Collection of Income Tax returns, Collection and circulation of Telephone charges, Monthly Pension conspire, Term Deposits and closeout of National Saving Certificates offices and so on.

2. Broadcast administrations

Indian Telegraph is probably the most established government claimed open utility association on the planet. It was propelled in 1851 and built up connection among Kolkata and Diamond Harbor. Preceding freedom, it was utilized for military purposes as it were. The transmit administration helps general society in sending messages to separation puts rapidly. The Govt. has now included tele-printer, message and fax administrations.

3. Broadcast communications

Media transmission is the most significant method of Communication. It sets up direct connection between two gatherings situated at better places and whenever. Telephone utility was begun in 1881 in India however over the most recent two decades; there has been gigantic development in media transmission segment. India has now the biggest media transmission arrange in Asia.

The quantity of phone associations has expanded from 1.7 lakh in 1950-51 to 49.32 million in Oct. 2004, out of which 40.3 million are landline and a million are mobiles. In private part 3.8 million are fundamental telephones and 3.58 million are phones. Subscriber Trunk Dialing (STD) for national dialing and International Subscriber Dealing (ISD) are made accessible to clients.

Cellular phones are getting well known. Telephone utility had been renamed as Bharat Sanchar Nigam Limited (BSNL) in Oct. 2000. Phone sendee for Mumbai and Delhi has been under Mahanagar Telephone Nigam Limited (MTNL). Telehone Regulatory Authority of India (TRAI) has been set up to manage duty and rivalry in the media transmission area.

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4. Courier Services

Essentially, the dispatch administrations implies the administrations rendered by privately owned businesses or firms for sending and conveyance of letters, packages and bundles to the recipient. Messenger administrations fill in as private smaller than usual post workplaces. They acknowledge encompasses, bundles and parcels from the sender and charge commission and issue receipts ensuring that the got article will be conveyed to the recipient. These administrations are extremely well known and for the most part profited by enormous organizations, foundations, banks and experts including higher white collar class individuals.

5. Electronic Method

It is the ongoing advancement in Communication Messages are sent through Fax and E-mail all through the world inside minutes.

A. Email

Email is one of the most key web specialized instruments. Email delivers are required to pursue numerous administrations on the web, and it's commonly accepted that everybody on the web has at any rate one email address. Email locations are accessible from many free administrations, most unmistakably from enormous organizations like Microsoft and Google. Some network access suppliers additionally still furnish their clients with email addresses.

There's some controversy about who really invented network email, however there's no uncertainty that messages were being sent from computer to computer at an early stage in web history. From that point forward, different guidelines of decorum have developed around email use. While email can be terser and utilize a larger number of shortened forms than print Communication, it's still commonly a smart thought to enterprise to utilize clear spelling and punctuation and to be well mannered, particularly since it's difficult to hear somebody's manner of speaking when you're sending email.

Email has been utilized as a method for spreading malware just as for tricks known as phishing, where somebody mimics a confided in sender so as to fool the beneficiary into sharing passwords, account numbers or other touchy information. Therefore, it's essential to be mindful when accepting email with sudden connections, which could be infections, or solicitations for assets or data, which could be tricks. In case you don't know an email is real, contact the individual who supposedly sent it utilizing another method, similar to the phone.

2. Web Relay Chat

Going back to the 1980s, web transfer talk was one of the soonest visit devices on the web. It's still being used today for recreational purposes, planning work groups and dealing with technical support for some open-source programming items.

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Utilizing systems of web servers and particular customer programming, IRC let anybody set up talk rooms, or "channels," gave to themes of their decision. It affected ensuing visit frameworks, for example, AOL and Yahoo talk and even contributed the show of utilizing the "@" image before a username and the "#" image to signify a theme.

3. Instant Messaging Services

During the 1990s, computer based texting apparatuses, for example, ICQ, AOL Instant Messenger, MSN Messenger and Yahoo Messenger wound up prominent approaches to keep in contact with individuals down the road or around the globe for no expense past whatever clients effectively paid to interface with the web. A portion of these devices created religion followings among specific sorts of clients, for example, Yahoo Messenger's ascent among oil merchants.

4. Advanced cell Messaging Apps

The majority of the 1990s visit apparatuses have since been displaced by another type of informing devices, including Face-book Messenger, Google Hangouts, Apple Messages and basic cell phone-based content informing. Huge numbers of these instruments deal with advanced mobile phones just as work stations, or even on PDAs alone, and they contain a bigger number of highlights than their previous partners.

Work environment informing devices, for example, Slack and Microsoft Teams, have likewise turned out to be main stream in numerous organizations as an approach to share data without grabbing the telephone or notwithstanding drafting an email.

5. Internet Message Boards

A considerable lot of the present web clients know about the idea of online discourse gatherings, including Face-book gatherings, subreddits on the discussion website Reddit or autonomous discussions on uncommon intrigue locales. These let individuals examine the updates on the day or subtleties of their pastimes, ailments or main residences. Many have mediators set up to keep the harmony and repulse trolls, fraudsters and other unfortunate clients.

As the well-known adage goes, don't think all that you read. This is particularly obvious with regards to online message sheets, where bits of gossip and deception can spread rapidly. It's additionally a smart thought to hold your temper as opposed to get into battles, or fire wars, on these gatherings.

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6. Beginning of Usenet

Before the present discussion locales, there was Usenet. Usenet, which still exists in lessened structure, is a lot of appropriated talk gatherings concentrating on anything from UFOs to football. In its prime, clients would associate with a Usenet server, regularly kept running by their ISP, and download the most recent messages from the newsgroups they bought in to utilizing a particular program called a newsreader. When they needed to post messages, they would create them in their newsreader, frequently while disconnected, at that point transfer them when they next marked on the web.

Usenet likewise took into account the immediate circulation of enormous records, which has on occasion been utilized for robbery. Most present day gathering destinations limit transfers to little pictures.

7. The World Wide Web

The World Wide Web may have begun as a test research venture at CERN, however it's since turned out to be one of the overwhelming media of the world. Basically every real business, association and government office has a site, and numerous people do also.

The web is maybe the prevailing type of web Communication, utilized for everything from shopping to checking the climate to getting to different approaches to convey on the web, for example, email and advanced message sheets. Indeed, even numerous different administrations got to through specific work area or advanced mobile phone applications still are eventually founded on the hypertext move convention, the web's rule framework for moving data.

Clients get to the web through specific projects called internet browsers, including Microsoft Edge, Google Chrome, Mozilla Firefox and Apple Safari, which are accessible for PCs and different gadgets, for example, advanced mobile phones, tablets and even computer game frameworks. Sites are manufactured utilizing dialects called HTML, which spells out the essential structure of a site; CSS, which indicates subtleties of how its components look on the screen; and JavaScript, which gives programming rationale to process intelligence and procedure information.

For some individuals, the web is the place they get their news, do their shopping, tune in to music, sit in front of the TV and speak with companions, uprooting numerous media that existed previously. Numerous individuals have relocated to the web from other media, changing the financial matters for TV systems, papers, telephone organizations and others. The web is still generally youthful, and it's probably going to keep on advancing in coming decades even as it stays one of the overwhelming specialized apparatuses on the planet.

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8. Social Networking Tools

Probably the most famous web specialized instruments are person to person communication administrations, including Face-book, Twitter, Face-book-possessed Instagram, Snap-chat and work-arranged LinkedIn. These administrations for the most part empower individuals to interface with and pursue posts from a picked gathering of partners, sharing updates about their lives, professions or insights for the duration of the day.

Individuals every now and again utilize informal communication devices to keep in contact with remote loved ones and just for diversion. A few people pursue refreshes from superstars via web-based networking media, and the systems have changed how government officials and performers speak with general society. Numerous individuals use them as an approach to pursue the news too, following media associations on Face-book or even individual writers on Twitter. Person to person communication locales are commonly free and bolstered by promoting.

Person to person communication devices have kept running into some debate over the spread of bits of gossip, counterfeit news stories, detest discourse and other bothersome substance, and some system administrators have found a way to decrease such conduct.

Since the instruments are still moderately youthful, they're probably going to keep on advancing in coming years and decades to keep on gathering client needs.

9. Web Phone Calling

Numerous individuals have changed to web based calling frameworks, utilizing what's brought Voice over Internet Protocol (VoIP), from conventional phones, particularly in office settings. VoIP frameworks can be less expensive and quicker to set up than customary telephones, and they regularly permit worldwide and long-separation requiring a small amount of the expense of landline phones.

These frameworks are accessible through network access suppliers, including many link and customary telephone suppliers, just as through autonomous suppliers that can utilize your current web association.

10. Video Calls and Conferences

Video calling has likewise turned out to be prevalent for keeping in contact with companions or family and for work phone calls that, previously, would have been sound as it were. Adding video makes it conceivable to see individuals' outward appearances, which can prompt simpler Communication. Colleagues can likewise share introductions and documents through video frameworks, ensuring

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everybody is actually in agreement during a dialog. One drawback, obviously, is that individuals need an expert domain and clothing for a call that, if sound just, could be put from anyplace and in any sort of dress.

Prevalent video visit frameworks incorporate Microsoft's Skype, Google Hangouts and Apple Face Time. Video talk offices are likewise incorporated with prominent office informing instruments, for example, Slack. It's commonly conceivable to video visit with any advanced PC or PDA outfitted with a working camera. Numerous video talk projects empower individuals to have sound possibly visits in the event that they like.

The Future of Internet Communication

No one knows for certain what the future web will resemble, however it's far-fetched that we're finished advancing. Organizations keep on exploring different avenues regarding new styles of web empowered devices, from augmented reality headsets to shrewd watches to savvy speakers furnished with remote helpers. Advances that used to be independent from the web, for example, TVs, cell phones and computer game consoles, have all gotten arranged of course as of late.

All things considered, a few advancements like email and the essential web will endure, yet it's very conceivable that a portion of the long range interpersonal communication and visit frameworks will be supplanted later on, similarly as the present players supplanted before such frameworks.

4.6. COORDINATION

The natural meaning of engine coordination here – it is a conscious mix of body developments that are out and out named activities. To be increasingly exact, that mix must be superbly coordinated and the various developments must be consummately synchronized. Fortunately, this isn't unreasonably hard for us in light of the fact that our cerebrum is grown enough for that tasks, however there are situations where individuals have issues with their coordination because of various maladies. Young kids likewise have by no coordination. Be that as it may, when taking a gander at coordination from the administration and financial matters point of view, things may appear to be unique, however on a very basic level a similar idea remains.

Co-ordination is the unification, mix, synchronization of the enterprises of gathering individuals in order to give solidarity of activity in the quest for shared objectives. It is a shrouded power which ties the various elements of the board. As per Mooney and Reilay, "Co-ordination is methodical course of action of collective enterprises to give solidarity of activity in the quest for shared

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objectives". As per Charles Worth, "Co-ordination is the joining of a few sections into a precise gap to accomplish the reason for comprehension".

The board looks to accomplish co-ordination through its fundamental elements of arranging, sorting out, staffing, coordinating and controlling. That is the reason; co-ordination is definitely not a different capacity of the executives in light of the fact that accomplishing of agreement between people enterprises towards accomplishment of gathering objectives is a key to achievement of the board. Co-ordination is the substance of the board and is verifiable and inborn in all elements of the executives.

4.6.1 Meaning & Definition of Coordination

Coordination is the capacity of the executives which guarantees that various offices and gatherings work in a state of harmony. In this manner, there is solidarity of activity among the workers, gatherings, and divisions.

Common definitions of the coordination function

Brech – 'Coordination is balancing and keeping together the team by ensuring suitable allocation of tasks to the various members and seeing that the tasks are performed with the harmony among the members themselves.'

Mary Parker Follett – 'The first test of a business administration should be whether you have a business with all its parts so coordinated, so moving together in their closely knit and adjusting activities, so linking, inter-locking, inter-relating, that they make a working unit that is not congenic of separate pieces, but a functional whole or integrated unit.'

Pearce and Robinson -"Coordination is "integration of the activities of individuals and units into a concerted effort that works towards a common aim."

4.6.2. Features of Coordination

1. **Collective efforts**

   Coordination incorporates the enterprises of people and offices to make them function as a gathering. The gathering attempts to boost bunch objectives just as hierarchical objectives. It guarantees that people fill in as a gathering to advance their individual and authoritative objectives.

2. **Unity of action**

   Each person and division has his very own point of view or method for accomplishing the hierarchical objectives. Coordination guarantees solidarity of activity among individual and departmental exercises. It guarantees that exercises of every person, gathering and office are going towards the shared objective. All exercises ought to be performed inside the structure of arrangements, systems and so on.

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3. Common objective

Every person and division enterprises strives to augment its objective. Boost of departmental objectives at the expense of authoritative objectives can be destructive for the association. Coordination keeps up parity among individual, departmental and hierarchical objectives. It guarantees that assets and errands are allocated to people and offices in a way that working of one division advances the working of different offices.

All people, gatherings and divisions ought to have a typical reason, that is, accomplish the hierarchical objectives. Deals division, for instance, might need to build use on ad to expand deals. Account office, in any case, may not discharge assets for commercial to control money related expenses. Coordination blends clashing departmental objectives towards a shared objective, that is, objective of the association.

4. Nonstop procedure

Coordination is certifiably not a one-time enterprise to incorporate the individual objectives. It is a consistent procedure that props up as long as the association survives.

5. Administrative obligation

Co-ordination is the obligation of each supervisor at each level for each usable capacity (creation, money, work force and deals). All supervisors ceaselessly arrange the enterprises of individuals of their separate offices.

6. Quintessence of the Management

Coordination is certifiably not a different capacity of the executives. It is required for each administrative capacity. Directors arrange human and non-HR, inward and outer authoritative condition, while completing the administrative elements of arranging, sorting out, staffing, coordinating and controlling. Coordination is, in this manner, the 'substance of the board.'

7. Union of enterprises

Coordination incorporates and orchestrates the enterprises of individuals of all divisions at all levels towards regular hierarchical objectives. It additionally orchestrates the hierarchical assets (physical, human and budgetary) to on the whole add to authoritative objectives.

8. Important commitment

Coordination isn't something that management could possibly make progress toward. All administrators (likewise non-supervisors) should

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coordinate their enterprises towards a shared objective, thinking about this as their essential commitment. It is an inescapable zone of the executives.

9. **Purposeful exertion**

Coordination is anything but an unconstrained exertion of administrators. Supervisors try intentional enterprises to arrange the departmental exercises.

4.7. SIGNIFICANCE OR NEED FOR COORDINATION

The requirement for coordination emerges on the grounds that people and offices have various objectives. They rely upon one another for assets and data. Chiefs consistently arrange their exercises to guarantee that all people and offices utilize authoritative assets and data for effective accomplishment of hierarchical objectives.

1. **Non-routine occupations**

Non-routine occupations need consistent progression of data, both vertical and flat. Except if there is legitimate coordination among these occupations, they can't be performed effectively. Coordination, in this manner, helps in viably doing non-routine employments.

2. **Dynamic exercises**

Associations work in the dynamic condition. Ecological changes must be embraced by associations for their survival and development. Coordination helps in incorporating exercises which continually change as indicated by changes in nature.

3. **Guidelines of execution**

At the point when guidelines of execution against which real execution is to be estimated are excessively high, chiefs organize the different business exercises to guarantee that elite principles are accomplished.

4. **Reliance of exercises**

At the point when various units of the association are subject to one another for assets or data, there is incredible requirement for coordination among them. More prominent the reliance, more prominent is the requirement for coordination. As indicated by Thompson, there are three kinds of reliance: pooled, consecutive and complementary relationship.

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In pooled relationship, hierarchical execution relies on pooled or consolidated execution of the considerable number of offices. This happens when various divisions make various items not reliant on one another.

The requirement for coordination is, hence, least. In a broadened market, if an organization fabricates materials and electronic things (for example, Reliance Industries), the exhibition of material industry does not rely on the presentation of gadgets industry and nor does the exhibition of hardware industry rely on that of material industry yet the by and large planned execution of both the businesses influences the presentation of Reliance Industries.

In the event that the need emerges, budgetary and HR can be moved from one unit/division to the next on the off chance that it influences the general execution of the business. Misfortunes in a single industry can be remunerated by moving assets from the benefit making industry to the misfortune making industry.

In successive association, execution of one unit relies on that or another (advertising division relies on generation office to make deals). This requires coordination among creation and deals divisions.

In complementary association, there is give and take relationship among units. In the event that trucks must be stacked at the get together station and emptied at the stockroom, there is requirement for pooled association. The stacked trucks must be emptied at the distribution center and emptied trucks possess to return energy for re-stacking at the get together station.

On the off chance that there is absence of coordination in the speed at which the trucks move, there will be tremendous wastage of time which may even bring about loss of requests in extraordinary circumstances. With increment in level of relationship from pooled to corresponding, the requirement for coordination likewise increments.

5. Specialization

Specialization prompts fixation on tight zones of occupation action. People will in general neglect by and large viewpoint of the activity. This expects coordination to coordinate every one of the exercises towards a shared objective.

6. Developing association

In developing associations, number of individuals and divisions become so enormous that it winds up hard for top directors to facilitate the exercises performed by every one of them. Different methods of coordination (rules, systems, plans, objectives, slack assets and so on.)

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help in binding together assorted and various authoritative/departmental exercises towards the shared objective.

Huge associations have huge number of individuals with different points of view. In contemporary associations, there is workforce assorted variety. Individuals originate from various countries, societies, instructive foundation, needs, and propensities and so on. In the principal example, individuals work with the goal that they fulfil their individual objectives.

Coordination intends to incorporate individual objectives with hierarchical objectives so both are fulfilled. Fulfilled representatives move in the direction of hierarchical objectives with responsibility, commitment and steadfastness than unsatisfied workers. Coordination incorporates singular objectives with gathering objectives and gathering objectives with authoritative objectives.

7. Advance collective enterprise

Without coordination, every person and office will complete their destinations in a way that they see as the best. Individuals will in general augment their individual objectives. This may, nonetheless, not be the best for the association all in all.

Coordination helps in advancing collective enterprise as opposed to singular exertion for ideally accomplishing the hierarchical objectives. It orchestrates people objectives with hierarchical objectives and fulfils singular objectives through fulfilment of authoritative objectives.

8. Solidarity of activity

Associations have assorted work power, contemplations, assets, objectives, exercises and abilities. Coordination brings together these differing set of activities towards a solitary objective and, consequently, amplify their utilization.

9. Cooperative energy

Coordination encourages the aggregate of yield of gathering to increment by more than the entirety of their individual yield. It incorporates work of various units and produces synergistic impacts by expanding the general authoritative yield.

Coordination between practical offices; creation fund, work force and advertising guarantees ideal usage of physical, money related and HR. Creation office produces as indicated by deals gauges, money office discharges reserves appropriately and human asset office enlisted people individuals as per needs of various offices. Coordination guarantees that offices stay neither under-used nor over-used.

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4.7.1. Principles of Coordination

The accompanying principles help in accomplishing coordination:

1. **Unity of Command**

   Unity of command implies one manager for one subordinate. It will be hard to accomplish coordination in the event that one individual needs to answer to more than one manager. Solidarity of direction helps in planning the exercises of people and divisions.

2. **Early start**

   It pursues the guideline of prior the better. Supervisors should start enterprises to facilitate authoritative exercises directly from the arranging stage. In the event that plans are executed without coordination as a main priority, it will wind up hard facilitating the authoritative exercises at later stages.

   Well begun is half done. Encircling destinations and strategies through participative basic leadership are the qualities to accomplish coordination. Interest enables individuals to know the significance of everybody in the association. It decreases clashes, elevates duty and concordance to make a domain favourable for facilitated enterprises coordinated towards hierarchical objectives.

3. **Scalar chain**

   It refers to chain or connection between top directors and lower supervisors. It is the chain of command of levels where data and directions stream start to finish and proposals and protests stream from base to top. This chain encourages coordination as top chiefs pass requests and directions down the chain, vital for subordinates to work effectively.

   Subordinates additionally pass upwards just those proposals and protests, which they feel ought to be brought to the notice of top chiefs through centre level administrators. Going of just fundamental data encourages coordination among different levels. Scalar chain, therefore, encourages coordination.

4. **Progression**

   Coordination is a nonstop procedure. It must be constantly completed at all levels in each division. It begins the minute an association appears and proceeds till the association exists. Coordination isn't an alternative. It is the unavoidable power that ties hierarchical individuals and assets together and, along these lines, is the foundation of authoritative achievement.

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5. **Range of the board**

It refers to the quantity of subordinates that a chief can oversee successfully. It is imperative to put uniquely the same number of subordinates under the course of one chief as can be successfully overseen by him. It influences the chief's capacity to arrange the exercises of subordinates working under him. Huge number of subordinates under one chief can make coordination troublesome.

6. **Direct contact**

Immediate or individual contact among administrators and subordinates can accomplish preferable coordination over aberrant or indifferent contact. Vis-à-vis connection among individuals of various levels or same level in various divisions advances comprehension of data and considerations. This encourages viable Communication and common understanding and through it, viable coordination.

7. **Communication**

It refers to association of exercises. Generation and deals division, for instance, are between ward. The more one offers, the more one needs to deliver. The more one delivers, the more one enterprises to sell what is created.

The nature and degree to which authoritative exercises are reliant on one another are considered by supervisors when they start to facilitate the hierarchical exercises. More the between reliance among hierarchical exercises, more is the requirement for coordination among them.

8. **Dynamism**

There are no fixed and inflexible principles for coordination. Changes in authoritative condition require changes in the systems of coordination. It is, along these lines, a dynamic and not a static idea.

Constraints in Achieving Coordination

4.7.2. Limitations if achieving coordination

1. **Expanded specialization**

In spite of the fact that specialization increments hierarchical profitability, it likewise makes the issue of coordination. As indicated by Paul R. Lawrence and Jay W. Lorsch, "individuals in particular units will in general build up their very own feeling of the association's objectives and how to seek after them." Higher the level of specialization, consequently, progressively troublesome it is to organize the exercises.

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2. **High relationship among units**

Higher the level of reliance of one unit on the other, more noteworthy is the requirement for coordination and increasingly troublesome it is to facilitate. Accomplishing coordination of units/exercises with corresponding association is more unpredictable than for exercises with pooled reliance.

a. **Pooled relationship**

Execution of one unit does not rely upon the other, however generally execution of every unit influences the exhibition of the association all in all. Subsequently, authoritative execution relies on pooled or consolidated execution of every unit or branch of the association.

For instance, an association is organized based on items. Every item division has practical heads to take care of exercises identified with its item. Achievement of one item division does not rely on the other, yet the general execution of the association relies on how effectively every item division works its exercises.

b. **Equal reliance**

Where there is give and take connection between various units, it is known as equal reliance. Stacking the trucks for shipment, emptied trucks returning for reloading for further shipment is a two-path stream of exercises between various units and a type of proportional relationship.

3. **Distinctive methodology towards a similar issue**

In the event that various offices take a gander at a similar issue in various ways, there will be issue of planning their exercises. On the off chance that an organization needs to expand benefits; creation division might need to improve the nature of products, while deals office might need to improve promotion to build the deal.

Money division may go for cost control as the methods for expanding the benefits. Since every division has distinctive observation about the manner in which authoritative benefits can be expanded, top directors think that its hard to arrange clashing suppositions of various practical heads.

4. **Vulnerability about future**

Howsoever gifted and skilled may the supervisors be in organizing the exercises of various units, changes in natural components can make coordination troublesome. Phenomenal changes can bring about disappointment of plans making coordination troublesome. Interior

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vulnerabilities like strikes and lockouts additionally make coordination troublesome.

5. **Absence of skill**

Indeed, even in specific circumstances, where work processes easily, coordination turns into an issue if directors don't have the learning, aptitude and capability to organize. Coordination utilizes conduct aptitudes in managing individuals. Supervisors with absolutist style of driving can confront issues in organizing the enterprises of their work power.

6. **Casual gatherings**

Casual gatherings which are firmly fortified by powers of culture, social qualities and morals can influence the capacity of exceedingly talented chiefs to arrange hierarchical exercises.

4.8. COOPERATION

When discussing this term, it is ideal to take a gander at the social and natural definition. To be specific, participation is depicted as the procedure in which a gathering of various living beings, not really from similar species, however they generally are, cooperates for the regular advantage of the network they're in. This is against simply working separately for egotistical advantage, which additionally considerably makes rivalry among those living beings. The monetary model of collaboration pursues this equivalent rule – evacuating rivalry and authorizing work that advantages the gathering instead of a person. Seeing as individuals are normally narrow minded (which is certainly not an awful thing), not every person can wind up agreeable, and not in each condition. Subsequently, it is important to have a couple of devoted inquiries during the prospective employee meeting that will decide if the candidate would be reasonable and helpful for the current task. Moreover, a few strategies can be executed that will expand the level and profundity of collaboration in a gathering, normally called group building. Group building is a procedure wherein a group or some other gathering of individuals that needs to develop their collaboration takes an interest in various exercises that expect participation to be fun, for example, group activities. This strategy will both increment the degree of collaboration in a gathering, just as increment the efficiency of every part (and along these lines the gathering in general) and every part's general fulfilment with the activity they have.

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4.8.1. Distinction between Coordination and Cooperation

Point	Basis	Coordination	Cooperation
1	**Meaning**	Coordination is an orderly arrangement of group efforts to maintain harmony among individual efforts toward accomplishment of common goals.	Cooperation is a voluntary effort of individuals to help one other.
2	**Nature**	Coordination is a system evolved deliberately by the managers.	Cooperation is an effort that arises out of informal relations.
3	**Need**	Coordination is the essence of management and essential for achievement of comm on goals of an organisation.	Cooperation is a voluntary act that arises out of informal relations with the desire to work together.
4	**Managerial function**	Coordination is implicit and inherent in all functions of an organization; hence it is also known a s essence of management.	Cooperation is a voluntary effort of individuals to work together with the intention of helping one other.
5	**Relations**	Can be achieved through both formal and informal relations.	Arises out of informal relations only
6	**Scope**	Wider scope as it includes cooperation.	Narrow scope though it helps to establish coordination.
7	**Deliberate**	Coordination is broader in scope than cooperation. It includes both cooperation and deliberate efforts to maintain unity of action and purpose	On t he other hand, cooperation is voluntary. In other words, cooperation is a natural process.

4.9. SUMMARY

Communication is simply means sharing of thoughts, values, ideas, feelings, etc. to another. In communication sharing of information is not only in verbal from bur in non-verbal or written from also. Communication plays an important role in business activities in the organization. Sometimes shared information may be coded and receiver has to decode it. now a day there are various new instruments are available for communication. There are various applications are also available. These may be electrical or non-electrical. Internet plays an important role in communication. Communication helps in maintain coordination and cooperation among the employees in the business organization. Coordination is the integration of several parts into orderly hole to achieve the purpose of understanding. On the other hand cooperation is a voluntary effort of individuals to help others. This topic covers communication, coordination and cooperation functions of management. From which smooth functioning of business is done.

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NOTES

4.10. QUESTIONS FOR DISCUSSION

1. What is communication? Explain the process of communication.
2. State the elements of communication in detail.
3. Which advanced media we are using in communication?
4. What is coordination? Explain the significance of it.
5. Distinguish between coordination and cooperation.
6. Explain the different types of coordination.

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UNIT - 5
CONTROL

5.0 LEARNING OBJECTIVES

After studying this topic, student should be able to:

22. Understand the concept and process of control
23. understand the nature of control
24. Get the knowledge about principles of effective control system.
25. Get well acquainted with the different techniques of control.

5.1 Introduction
- 5.1.1 Meaning of Control
- 5.1.2 Definitions of Controlling
- 5.1.3 Characteristics of Control
- 5.1.4 Procedure of Control

5.2 Significance of Control
- 5.2.1 Kinds of Control
- 5.2.2 Requisites of Effective Control System

5.3 Principles of the successful control framework are

5.4 Techniques of Managerial Control Traditional and Modern Techniques

5.5 Summary

5.6 Questions for Discussion

5.7 References

5.1. INTRODUCTION

An effective organization is one where managers understand how to manage and control. The objective of control as a concept and process is to help motivate and direct employees in their roles. Understanding managerial control process and systems is essential for the long- term effectiveness of an organization.

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Without enough control systems in place, confusion and chaos can overwhelm an organization. However, if control systems are "choking" an organization, the organization will suffer from erosion of innovation and entrepreneurship.

5.1.1. Meaning of Control

The term control has different connotations depending upon the context of the use of the term. In manufacturing it refers to a Device or mechanism installed or instituted to guide or regulates the activities or operation of an apparatus, machine, person, or system; in law it refers to controlling interest and in management as an authority to order and manage the workings and management of an entity.

Control is a management process to aim at achieving defined goals within an established timetable, and comprises of three components: (1) setting standards, (2) measuring actual performance, and (3) taking corrective action.

5.1.2. Definitions of Controlling

Controlling might be defined as follows

Controlling might be defined as that managerial function which seeks to ensure an absolute conformity (i.e. agreement) of actual performance of organisational personnel with the planned standards to facilitate the most effective and efficient attainment of the enterprise objectives.

(1) Theo Haimann and William G. Scott. "Controlling is the process which checks performance against standards. It makes sure that organisational goals and objectives are being met."

(2) According to E.F.L. Brech

"Controlling is checking performance against predetermined standards contained in the plans with a view to ensuring adequate progress and satisfactory performance."

(3) Ernest. Dale defines as "the modern concept of control envisages system that not only provides a historical record of what has happened and provides data that enable the chief executive or the departmental head to take corrective steps if he finds he is on the wrong track."

5.1.3. Characteristics of Control

Characteristics of control can be recognized

1. Control is a Managerial Process

The management procedure involves five capacities, viz., arranging, sorting out, staffing, coordinating and controlling. In this way, control is a piece of the procedure of the board.

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2. **Control is forward looking**

Whatever has happened has occurred, and the managers can make remedial move just of things to come tasks. Past is important to propose what has turned out badly and how to address what's to come.

3. **Control exists at each level of Organization**

Any individual, who is an administrator, needs to include into control – might be Chairman, Managing Director, CEO, Departmental head, or first line supervisor. Be that as it may, at each level the control will contrast – top administration would be engaged with vital control, centre administration into strategic control and lower level into operational control.

4. **Control is a Continuous Process**

Controlling isn't the last capacity of the executives however it is a persistent procedure. Control is certainly not a one-time action, however a ceaseless procedure. The way toward setting the measures needs steady examination and correction relying on outer powers, plans, and inside execution.

5. **Control is firmly connected with Planning**

Arranging and controlling are firmly connected. The two are appropriately called as 'Siamese twins' of the executives. "Each goal, each objective, each approach, each methodology and each spending limit become standard against which real execution is thought about.

Arranging sets the ship's course and controlling keeps it on course. At the point when the ship starts to veer off the course, the guide sees it and prescribes another making a beeline for return the ship to its appropriate course. When control procedure is over its discoveries are coordinated into wanting to endorse new guidelines for control.

6. **Motivation behind Controlling is Goal Oriented and subsequently Positive**

Control is there in light of the fact that without it the business may go off the track. The controlling has positive reason both for the association (to get things going) and people (to surrender a piece of their freedom for the fulfilment of authoritative objectives).

5.1.4. Procedure of Control

Following are the means required into the procedure of control

1. **Set up the Standards**

Inside an association's general vital arrangement, directors characterize objectives for authoritative offices in explicit, exact, operational terms that incorporate principles of execution to contrast and hierarchical

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exercises. Be that as it may, for a portion of the exercises the guidelines can't be explicit and exact.

Norms, against which genuine execution will be thought about, might be gotten from past involvement, measurable techniques and benchmarking (in view of best industry rehearses). Beyond what many would consider possible, the measures are grown reciprocally as opposed to top administration choosing singularly, keeping in view the association's objectives.

Benchmarks might be substantial (clear, solid, explicit, and by and large quantifiable) – numerical models, money related, physical, and time principles; and immaterial (identifying with human qualities) – alluring demeanours, high resolve, morals, and participation.

2. Measure Actual Performance

Most associations get ready formal reports of execution estimations both quantitative and subjective (where evaluation is unimaginable) that the managers survey consistently. These estimations ought to be identified with the guidelines set in the initial step of the control procedure.

For instance, if deals development is an objective, the association ought to have a methods for social event and detailing deals information. Information can be gathered through close to home perception (through administration by strolling around where things are going on), measurable reports (made conceivable by PCs), oral revealing (through conferencing, balanced gathering, or phone calls), composed detailing (thorough and brief, bookkeeping data – regularly a mix of all. To be useful, the data stream ought to be standard and convenient.

3. Compare Performance with the Standards

This progression thinks about real exercises to execution benchmarks. At the point when directors read PC reports or stroll through their plants, they distinguish whether genuine execution meets, surpasses, or misses the mark concerning norms.

Commonly, execution reports rearrange such examination by setting the presentation guidelines for the detailing time frame close by the real execution for a similar period and by figuring the change—that is, the contrast between each genuine sum and the related standard.

The director must know about the standard allowed variety (both positive and negative). The board by special case is most fitting and pragmatic to ward off unimportant deviations. Timetable for the correlation relies on numerous components including significance and intricacy joined with significance and multifaceted nature.

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4. **Make Corrective Move and Reinforcement of Successes**

At the point when execution goes astray from gauges, directors must figure out what changes, assuming any, are important and how to apply them. In the efficiency and quality-focused condition, labourers and managers are frequently enabled to assess their own work. After the evaluator decides the reason or reasons for deviation, the person can make the fourth stride—remedial activity.

The remedial activity might be to keep up the present state of affairs (strengthening triumphs), rectifying the deviation, or evolving measures. The best course might be recommended by approaches or might be best surrendered over to workers' judgment and activity. The corrective activity might be prompt or fundamental (changing the guidelines themselves).

5.2. SIGNIFICANCE OF CONTROL

1. **Aides the Management in Achieving Pre-decided Goals**

The ceaseless progression of data about tasks keeps the long scope of anticipating the correct track. It helps in taking remedial activities in future if the presentation isn't sufficient.

2. **Guarantees Effective Use of Scarce and Valuable Resources**

The control framework helps in improving authoritative productivity. Different control gadgets go about as helpers to administrators. The exhibition of each individual is routinely observed and any inadequacy if present is adjusted at the most punctual.

Controls put mental weight on people in the association. Then again control additionally empowers the executives to choose whether workers are doing well things.

3. **Encourages Coordination**

Control helps in coordination of exercises through solidarity of activity. Each director will attempt to arrange the exercises of his subordinates so as to accomplish departmental objectives.

Likewise the CEO additionally organizes the working of different offices. The control goes about as beware of the presentation and legitimate outcomes are accomplished just when exercises are composed.

4. **Prompts Delegation and Decentralization of Authority**

A choice about follow-up activity is additionally encouraged. Control makes designation simpler/better. Decentralization of power is

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important in huge enterprises. The administration can't designate specialist without guaranteeing legitimate control.

The objectives or objectives of different divisions are utilized as a control method. Different control systems like planning, cost control; pre activity endorsements and so forth permit decentralization without losing power over exercises.

5. Spares Top Management to Concentrate on Policy Making

For control forms the board's consideration isn't required once in a while. The administration by exemption empowers top administration to focus on strategy definition.

5.2.1. Kinds of Control

Controls can be various in kind. These might be grouped based on (a) timing, (b) structuring frameworks, (c) the board levels, and (d) Responsibility

A) Based on timing

Control can concentrate on occasions previously, during, or after a procedure. For instance, a neighbourhood vehicle vendor can concentrate on exercises previously, during, or after offers of new autos. Such controls might be separately called as Preventive, Detective, and Corrective.

On this basis the control might be:

(I) Feed forward Control

(ii) Simultaneous Control

(iii) Feedback Control

I. Feed forward Control

The target of feed forward control or primer control is to envision the imaginable issues and to exercise control even before the action has begun or issue has happened or been accounted for. It is future coordinated.

This sort of control is extremely prevalent in carriers. They go in for preventive support exercises to distinguish and anticipate auxiliary harm, which may bring about catastrophe. These controls are apparent in the choice and procuring of new representatives. It helps in making a move already.

In the event of input control, one depends on chronicled information, which will come after the movement has been performed. This implies data is late and the amendment is preposterous. One can make amendment just for future exercises.

That implies whatever wrong has been done will be done, and it can't be fixed. However, future-coordinated control is to a great extent

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ignored by and by, in light of the fact that directors have been exorbitantly subject to bookkeeping and measurable information with the end goal of control. Without any methods for looking forward, reference to history is viewed as superior to no reference by any stretch of the imagination.

In any case, the idea of feed sending has been connected once in a while. One normal way chiefs have rehearsed it is through cautious and rehashed estimates utilizing the most recent accessible data, contrasting what is wanted and the conjectures, and presenting system changes with the goal that gauges can be made additionally encouraging.

II. Simultaneous Control

Simultaneous control screens continuous employees' activities to guarantee consistency with quality principles happens while an action is on or in advancement. It includes the guideline of continuous exercises that are a piece of change procedure to guarantee that they comply with hierarchical norms.

The system of direct supervision is the best-known type of simultaneous control. Simultaneous control is intended to guarantee that representatives' exercises produce the right outcomes and to address the issues, assuming any, before they become exorbitant.

In the event of PC composing, if the spelling isn't right or development is inaccurate, the program promptly alarms the client. Many assembling tasks incorporate gadgets that measure whether the things being delivered fulfil quality guidelines.

Since simultaneous control includes controlling progressing errands, it requires a total comprehension of the particular undertakings included and their relationship to the ideal and item.

Simultaneous control now and again is called guiding, screening or yes-no control, since it frequently includes checkpoints at which choices are gained about whether to proceed with ground, make remedial move, or stop work through and through on items or administrations.

III. Feedback Control

The control happens after the activity is finished. Remedial move is made subsequent to examining fluctuations with the arranged principles toward the finish of the action. It is otherwise called 'post activity control', since criticism control is practiced after the occasion has occurred.

Such control is utilized when feed forward or simultaneous is beyond the realm of imagination or all around expensive; or when precise

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procedures associated with playing out a work is hard to determine ahead of time.

The twin focal points of input control are that important data is gotten with respect to arranging enterprises, and criticism control upgrades worker inspiration.

B) Based on Designing Control Systems

Three methodologies might be pursued while structuring control frameworks, viz., Market Control, Bureaucratic Control, and Clan Control. Be that as it may, most associations don't depends just on only one of them.

I. Market Control

Control depends on market instruments of focused exercises as far as cost and piece of the overall industry. Various divisions are changed over into benefit focuses and their exhibition is assessed by segmental top line (turnover), primary concern (benefit) and the piece of the pie.

Utilizing business sector control will imply that the chiefs in future will distribute assets or make offices or different exercises in accordance with the market powers.

II. Bureaucratic Control

Bureaucratic control centres on power, guideline and guidelines, techniques and arrangements. The greater part of the open division units in India go in for bureaucratic control.

In the event that they don't pass by the rulebook, the administrative boards of trustees and the services under which they work will decry them. In an emergency clinic no drug can be utilized except if the medicine is there and it is recorded in the issue register, regardless of whether the patient may bite the dust in the middle.

III. Clan Control

The control frameworks are structured such that offer method to shared vision, shared qualities, standards, customs and convictions, and so on, some portion of the hierarchical culture.

It did not depend on various levelled components, yet business related and execution measures. This sort of control is most appropriate for the associations which use group style of work gatherings and where innovation changes extremely quickly.

C) Based on Levels

Individuals at various level have diverse arranging duties, so do they embrace controlling. Based on levels controls, can be classified as Operational, Structural, Tactical, and Strategic.

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I. Operational Control

Its centre stays upon the procedures utilized by the association for changing the data sources (assets) into yields (items/administrations). Operational controls are utilized at the lower the board. It is practiced consistently. Quality control, budgetary controls are a piece of operational controls.

II. Structural Control

Are the various components of association structure serving their proposed points? Is there overstaffing? Is the proportion of staff to line expanding? Vital activity is to be embraced.

Two significant types of auxiliary control can be bureaucratic control and tribe control, about which we have just talked. Auxiliary control is practiced by top and centre administration.

III. Tactical Control

Since strategic control manages the departmental targets, the controls are to a great extent practiced by centre administration levels.

IV. Strategic Control

Vital controls are early cautioning frameworks. Vital control is the procedure to decide if the adequacy of a corporate, business and utilitarian systems are effective in helping associations to meet its objectives. Vital controls are practiced by top level administration.

D) Based on Responsibility

Who has the obligation of controlling? The obligation may rest with the individual executing the things or with the chief or director. Along these lines control might be inner and outside.

Inner control allows profoundly energetic individuals to practice self-restraint. Outer control implies that the string of control is in the hands of boss or supervisor and control is practiced through formal frameworks.

5.2.2. Requisites of Effective Control System

A control system isn't a programmed marvel however intentionally made. Despite the fact that various associations may structure their control frameworks as per their exceptional and extraordinary attributes or conditions, yet in planning a decent and powerful control framework the accompanying fundamental prerequisites must be kept in view:

1. Concentrate on Objectives and Needs

The successful control framework ought to accentuate on accomplishment of hierarchical targets. It should work in concordance with the requirements of the enterprise. For instance, the staff office

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may utilize feed forward control for enlisting another worker, and simultaneous control for preparing.

At the shop level, control must be simple, yet progressively refined and wide going controls might be produced for higher level directors. In this way, controls ought to be customized to plans and positions.

2. Prompt Warning and Timely Action

Quick detailing of varieties is at the centre of control. A perfect control framework could recognize, not make bottlenecks and report noteworthy deviation as immediately as would be prudent with the goal that vital remedial move might be made well in time. This needs an effective arrangement of examination and auspicious progression of data.

3. Characteristic, Suggestive just as restorative

Controls ought to not exclusively have the option to point to the deviations; however they should likewise propose remedial activity that should check the repeat of varieties or issues in future.

Control is supported just whenever demonstrated or experienced deviations from plans are remedied through proper arranging, sorting out, staffing and coordinating. Control ought to likewise prompt causing important estimates to the administrators with the goal that they to end up mindful of the issues prone to go up against them later on.

4. Reasonable, Objective, and Economical

Controls ought to be straightforward and straightforward, gauges of execution are measured to seem impartial, and explicit devices and procedures should be extensive, justifiable, and conservative for the chiefs.

They should know every one of the subtleties and basic focuses in the control gadget just as its helpfulness. Whenever created and complex measurable and scientific strategies are embraced, at that point legitimate preparing must be granted to directors. Norms ought to be resolved dependent on realities and support. Powerful control frameworks must answer addresses, for example, "What amount does it cost?" "What will it spare?" or "What are the profits on the venture?"

The advantages of controls ought to exceed the expenses. Costly and expand control frameworks won't suit, for instance too little undertaking.

5. Concentrate on Functions and Factors

Control ought to accentuate the capacities, for example, creation, showcasing, account, HR, and so forth and spotlight on four

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components – quality, amount, opportune use and expenses. Not one, however numerous controls ought to be embraced.

6. Key Points Control

Control ought to be specific and focus on key outcome regions of the organization. Everything about thing can't and isn't to be controlled so as to spare time, cost and exertion.

Certain vital, basic or essential focuses must be distinguished alongside the desires at those focuses where disappointments can't go on without serious consequences and fitting control gadgets ought to be structured and forced at those stages.

Controls are connected where disappointment can't go on without serious consequences or where expenses can't surpass a specific sum. The basic focuses incorporate every one of the regions of an association's tasks that straightforwardly influence the accomplishment of its key activities.

7. Adaptability

Control must not move toward becoming finishes in themselves. It must be condition amicable and have the option to make alterations or modifications required by the quickly changing and complex business condition. Adaptability in control framework is for the most part accomplished by the utilization of elective plans or adaptable spending plans.

8. Regard for Human Factor

Overabundance control causes defilement. It ought not stir adverse responses but rather constructive emotions among individuals through spotlight on work, not on individuals. The point of control ought to be to make poise and innovativeness among individuals through entrapping it in the hierarchical culture. Worker association in the structure of controls can build acknowledgment.

9. Appropriateness

Controls must be steady with the association structure, where the duty regarding activity lies, position, ability, and requirements of the people who need to decipher the control measures and exercise control. The higher the nature of chiefs and their subordinates, the less will be the requirement for roundabout controls.

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NOTES

5.3. PRINCIPLES OF THE SUCCESSFUL CONTROL FRAMEWORK ARE

1. Coordinating controls to plans and position

Control strategies ought to mirror the plans they are intended to pursue. Administrators need the data that will disclose to them how the designs for which they are dependable are advancing. Controls ought to likewise be custom-made to positions, for example they may vary in the middle of positions. Some control methods, for example, those including standard hours and costs, spending plans, and different monetary proportions, have general application in different circumstances.

Notwithstanding, none of these methods are totally relevant in some random circumstance. Administrators should, in this manner, know, of the basic factors in their arrangements requiring control, and they should utilize strategies and data fit to them. Controls ought to likewise mirror the spot in the association wherein duty regarding activity lies, in this way empowering directors to address deviations from plans.

2. Ensuring flexibility to control

Flexibility is another fundamental normal for a viable control framework. This implies the control framework itself must be adaptable enough to oblige change. As it were, the controls ought to stay useful even with changed plans, unanticipated conditions, or altogether disappointments.

The representation might be of an association whose assorted product offerings require 101 diverse crude materials. The organization's stock control framework must almost certainly oversee and screen the present degrees of stock for all the 101 materials.

At the point when an adjustment in the product offering changes the quantity of crude materials required, or when the required amounts of any of the current materials change, the control framework, ought to have the option to suit the overhauled necessities.

However the seniors and likely different understudies with specific issues may just need to take the course and they will be suited in its adaptable automated confirmation enlistment framework.

3. Ensuring Accuracy

Control frameworks should likewise be precise administrative choices dependent on wrong data may demonstrate exorbitant and unsafe.

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In the event that for instance, deals evaluations are misleadingly high, an administrator may either cut publicizing on the supposition that it is never again required or increment promoting to upgrade deal.

In either case, the activity may not be proper.

Thus, a manager, unconscious of the concealed generation cost, may cite a business value much lower than is alluring. The precision of control frameworks goes far in avoiding such harming consequences.

4. Seeking for objectivity of controls

Beyond what many would consider possible the data given by the control framework should be objective.

On the off chance that then again, controls are abstract, a supervisor's or an official's character may impact decisions of execution and make them less precise.

Consequently, the control framework should in a perfect world give target data to the supervisor for assessment and activity.

5. Accomplishing economy of controls

A limiting factor of control: frameworks are their expense. So as to be compelling, controls must merit their expense. Despite the fact that it sounds basic, it is exceptionally hard to achieve. Whenever custom-made to the activity and to the size of the venture, control will likely be conservative.

To be exact, control strategies and methodologies can be called proficient when they uncover real or potential deviations from plans with the base of expense.

6. Fitting control to singular directors

Control frameworks and data are, obviously, proposed to enable individual administrators to complete their capacity of control.

On the off chance that they are not of a sort that a chief can or will comprehend, they won't be valuable.

What directors can't comprehend they won't be valuable; what administrators can't comprehend they won't trust; and what they don't believe they won't utilize.

7. Pointing up special cases

Perhaps the most ideal approaches to make control viable is to ensure that it is intended to point up special cases.

Indeed, controls that focus on exemptions from arranged execution enable chiefs to profit by the respected special case rule and recognize those territories require their consideration.

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8. Fitting the arrangement of control to the authoritative culture

A viable control framework must fit in with hierarchical culture. For example; on the off chance that workers have been overseen without permitting them any investment in basic leadership, the abrupt presentation of a lenient control framework will barely succeed. Then again, in an association where individuals have been permitted interest and opportunity, the tight control framework may neglect to deliver positive outcomes.

9. Guaranteeing remedial activity through control

A effective control framework will unveil where disappointments are happening and who is/are in charge of the disappointments and it will guarantee that some remedial move is made.

Control is legitimized just if deviations from plans are redressed by a suitable specialist.

In actuality, making the best possible restorative move requires adequate specialist to achieve this errand.

An effective control framework is significant for an association to run appropriately and accomplish its objectives. Any great control framework will pass these 9 principles. On the off chance that any piece of it is overlooked; at that point controlling the association's assets will be extremely hard for directors.

5.4. TECHNIQUES OF MANAGERIAL CONTROL: TRADITIONAL AND MODERN TECHNIQUES!

A. Traditional Techniques

Conventional strategies allude to the systems that have been utilized by business association for longer timeframe are still being used.

Such strategies are:

a. Individual Observation

b. Measurable Reports.

c. Breakeven Analysis.

d. Budgetary Control.

(a) Personal Observation

This is the most conventional strategy of control. It encourages a chief to gather direct data about the presentation of the workers. It likewise makes mental weight on the workers to improve their presentation as

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they know that they are being watched by and by the chief. Notwithstanding, this system isn't to be successfully utilized in a wide range of occupations as it is very tedious.

(b) Statistical Reports

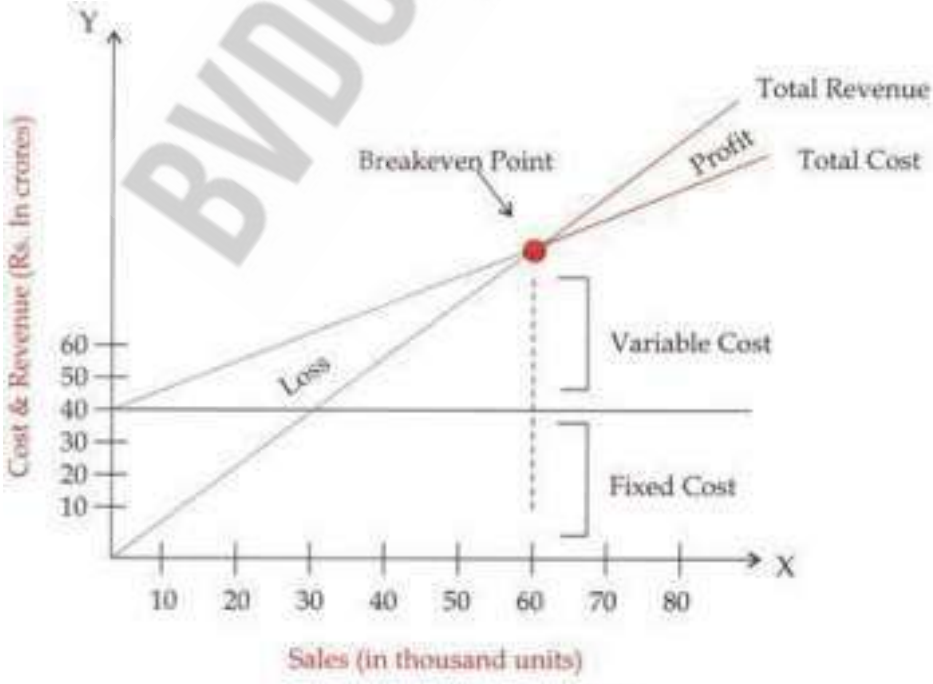
Factual examination as rates, proportions, midpoints and so on in various zones gives helpful data with respect to execution of an organisation to its administrators. At the point when such data is displayed as tables, diagrams, outlines and so forth., it encourages examination of execution with the norms laid and with earlier years' presentation.

(c) Breakeven Analysis

The procedure utilized by supervisors to consider the connection between deals volume, expenses and benefit is known as Breakeven Analysis. This method helps the administrators in assessing benefits at various degrees of exercises. The accompanying figure indicates breakeven diagram of a firm.

The time when the complete income and all out cost bends converge is breakeven point. The figure demonstrates that the firm will have the breakeven point at 60,000 units of yield. Now, there is neither benefit nor misfortune. The firm begins winning benefit past this point.

Breakeven Point= Fixed Cost/(Selling Price per unit-Variable expense per unit).



Break Even Chart

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Through breakeven investigation, a firm can keep a beware of its variable expense and can likewise decide the degree of movement at which it can win its benefit target.

(d) Budgetary Control

Under this method, various spending plans are set up for various activities in an association ahead of time. These financial limits go about as gauges for contrasting them and genuine execution and taking vital activities for accomplishing authoritative objectives.

A financial limit can be characterized as a quantitative articulation of anticipated outcome, arranged for a future timeframe. The monetary allowance ought to be adaptable so important changes, if need be, can be effectively made later as indicated by the necessities of the common condition.

Types of Budgets

Various sorts of spending plan are as per the following:

(I) Sales Budget

Anticipated deals as far as amount just as volume.

(ii) Production Budget

Anticipated generation in the budgeted period.

(iii) Material Budget

Expected production and cost of material required for creation.

(iv) Cash Budget

Anticipated inflow and surge of money for the planned period.

(v) Capital Budget

Evaluated spending on fixed resources.

(vi) Research and Development Budget

Anticipated spending on innovative work.

Advantages of Budgetary Control

Following are the principle preferences of budgetary control:

1. Aides in Coordination

It helps in building up coordination and relationship among different offices. For instance, buy spending plan can't be set up without knowing amount of materials required and that data roll in from generation spending plan. Last thus depends on deals spending plan.

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2. **Ideal Utilization of Resources**

   Planning guarantees more full use of assets by assigning the assets as indicated by the necessities of different offices.

3. **Motivating Employees**

   Planning helps in persuading the representatives to perform better as they probably am aware the models against which their exhibition will be judged.

4. **Aides in Attaining Targets**

   Planning guarantees accomplishment of hierarchical objectives by concentrating on explicit and time bound targets.

5. **Encourages Management by Exception**

   By worrying on the activities which veer off from planned measures, it encourages the executives by special case in the association.

Limitations of Budgetary control

Limitations of budgetary control are as per the following

1. **Unbending nature**

   Spending plans are frequently excessively unbending and prohibitive and bosses are given little opportunity in dealing with their assets. The spending limits may either be changed over and over again or not in the slightest degree, making it hard for representatives to meet execution level expected of them.

2. **Absence of Action**

   Just planning spending plans can't prompt achievement except if and until these are not put without hesitation. There is a need to make an interpretation of these spending considers along with results.

3. **Tedious**

   Getting ready distinctive sort of spending plans isn't a simple thing as it includes a great deal of time, cash and enterprises.

4. **Gauge**

   By and large, Budgets are set up based on the value level winning at a specific timeframe yet these assessments may wind up pointless during consequent expansion or melancholy in the market.

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B. Modern Techniques

Modem strategies are those methods which are exceptionally new in the executives world. These methods give different new viewpoints to controlling the exercises of an association.

These techniques are as follows

(a) Return on Investment.

(b) Ratio Analysis.

(c) Responsibility Accounting.

(d) Management Audit.

(e) PERT and CPM.

(f) Management Information System.

(a) Return on Investment

Quantifiable profit is exceptionally valuable system for deciding if the capital put resources into the business has been adequately utilized or not for creating sensible measure of return.

Profit for Investment= (Net Income/Total Investment) X 100 Net Income previously or after expense can be utilized for computing ROI. All out speculation incorporates interest in fixed Assets just as working capital.

It goes about as a viable control gadget in estimating and looking at the exhibition of various offices. It additionally causes departmental directors to discover the issues which unfavourably influence ROI.

(b) Ratio Analysis

Proportion Analysis is a method of breaking down the fiscal reports of a business firm by registering various proportions.

The most ordinarily utilized proportions have been gathered under after classifications:

(I) Liquidity Ratios

Liquidity proportions are determined to know transient monetary position of business and its capacity to pay momentary liabilities. It incorporates current proportion and fast proportion.

a. Current Ratio = Current Assets/Current Liabilities

b. Brisk Ratio = Cash + Bills Receivable/Current Liabilities

(ii) Solvency Ratios

Dissolvability proportions are determined to know long haul dissolvability of the business and its capacity to pay its long haul obligations. It incorporates obligation value proportion,

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restrictive proportion, intrigue inclusion proportion and so forth.

a. Obligation Equity Ratio= Debt/Equity Share Holders Fund

b. Restrictive Ratio = Shareholders subsidize/Total Assets

(iii) Profitability Ratios

Gainfulness proportions like gross benefit proportion, net benefit proportion, working proportion, and so forth help to break down the productivity position of a business.

a. Gross Profit Ratio = Gross Profit/Net Sales × 100

b. Net Profit Ratio = Net Profit/Net Sales x 100

(iv) Turnover Ratios

The different turnover proportions like Inventory turnover proportion, borrowers turnover proportion, fixed resources turnover proportion and so on assistance in knowing whether the assets are successfully utilized for expanding the effectiveness of tasks of business or not. Higher turnover shows better use of assets.

a. Stock Turnover Ratio = Cost of products sold/Average Stock

b. Indebted individuals Turnover Ratio = Net Credit Sales/Average Accounts Receivables

(c) Responsibility Accounting

Under this arrangement of bookkeeping, different areas, offices or divisions of an association are set up as ' Responsibility Centres'. Each inside has a head who is in charge of achieving the objective of his middle.

The different obligation focuses are as per the following:

(I) Cost Centre

Cost focus, otherwise called cost focus, alludes to a branch of an association whose administrator is considered in charge of the expense caused in the inside yet not the incomes. For instance, Production branch of an association might be delegated Cost Centre.

(ii) Revenue Centre

An income focus alludes to an office which is in charge of producing incomes. For instance, advertising office.

(iii) Profit Centre

A benefit focus alludes to an office whose supervisor is in charge of both expense and incomes. For example- Repair and Maintenance office.

(iv) Investment Centre

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A venture focus is in charge of benefits just as speculations made as resources. For passing judgment on the exhibition of venture focus, quantifiable profit (ROI) is determined and contrasted and comparable information for earlier years for one's very own inside just as other comparable undertakings. It is likewise contrasted and current information of contending enterprises.

(d) Management Audit

The executives Audit is a procedure of passing judgment on the general execution of the administration of an association. It goes for assessing the proficiency and viability of the executives and improving its future execution. Its essential reason for existing is to distinguish the lacks in the presentation of the board capacities. It additionally guarantees refreshing of existing administrative approaches.

Following are the fundamental favourable circumstances of the board review:

(i) It recognizes the inadequacies in the presentation of the board capacities.

(ii) It helps in improving coordination among the elements of different offices.

(iii) It guarantees required adjustment in the current administrative arrangements and systems as indicated by ecological changes.

(iv) The persistent observing of the exhibition of the executives helps in improving control framework.

There is no appropriate strategy of the board review and furthermore it isn't necessary under any law.

(e) PERT and CPM

Perky (Program Evaluation and Review Technique) and CPM (Critical Path Method) are two significant procedures utilized in both arranging and controlling. These systems are utilized to register the absolute expected time expected to finish a task and it can distinguish the bottleneck exercises that critically affect the undertaking consummation date. Such methods are fundamentally utilized in regions like development ventures, flying machine produce, and transport building and so on.

The different steps associated with utilizing these techniques are as follows:

(I) The undertaking is first partitioned into different exercises and afterward these exercises are orchestrated in a coherent arrangement.

(ii) A system graph is readied demonstrating the grouping of

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exercises.

(iii) Time appraisals are set down for every movement. Sprightly gets ready three time gauges

(a) Optimistic (briefest time)

(b) Most likely time and

(c) Pessimistic (longest time).

In CPM, just one time gauge is readied. Alongside this, CPM likewise sets out the cost assessments for finishing the undertaking.

(iv) The most basic way in the system is the longest way. Longest way comprises of those exercises which are basic for finishing the undertaking on schedule; consequently the name CPM.

(v) If required, fundamental changes are made in the arrangement for finishing the task on schedule.

(f) Management Information System (MIS)

The executives Information System (MIS) is a PC based data framework which gives precise, auspicious and cutting-edge data to the directors for taking different administrative choices. In this way, it is a significant specialized instrument just as a significant control system. It gives opportune data to the supervisors with the goal that they can take suitable remedial measures if there should arise an occurrence of deviations from benchmarks.

Advantages of the management information system as per the following:

(a) It gives just applicable data to the directors hence sparing them him from data over-burden.

(b) It encourages accumulation and the executives of data at various levels and divisions of the association.

(c) It helps in arranging, controlling and basic leadership at all degrees of an association.

(d) It helps in improving the nature of data.

(e) It guarantees cost adequacy by giving immeasurably significant data to the administration in time.

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5.5. SUMMARY

Controlling is the management process under which checks the performance against standards. It is used for do work in correct manners. It will check the goals which achieve within the established time. Control exists at each level of organization. It is goal oriented and it is related with planning. Control checks the resources will be used in correct manger. It facilitates coordination. Organization can make control on the basis of time, designing system, management levels and responsibility level. Organization applies the effective control system in the organization. For controlling of different activities organizations can use different effective principles of controlling and different techniques of managerial control. These may be traditional and modern techniques. It may be apply according to the situation.

5.6. QUESTIONS FOR DISCUSSION

1. Define control. Explain the characteristics of control.
2. Explain the different techniques used for controlling.
3. Explain in detail the process of control.
4. State the importance of control in management.
5. State different types of control.

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SCHOOL OF DISTANCE EDUCATION

CONTEMPORARY CRITICAL THOUGHTS – I

SELF LEARNING MATERIAL
SLM

MA SEM III (PGENG 32)

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UNIT - 1
LIBERAL HUMANISM

Contents

1. Objectives
2. Introduction to Liberal Humanism
3. Summary of Chapter 1 in Peter Barry's Beginning Theory
4. Difference between literary criticism and literary theory
5. Humanism and Literary Study: A Historical Development
6. Precursors of Liberal Humanist criticism
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1. OBJECTIVES

After studying this unit, you will understand

1. The meaning of Liberal Humanism in literary criticism
2. The difference between literary criticism and literary theory
3. The explanation of the concept offered by Peter Barry
4. The historical development of Liberal Humanist criticism
5. The challenge to Liberal Humanism by contemporary theory
6. The fading off of liberal humanist criticism today

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NOTES

2. INTRODUCTION TO LIBERAL HUMANISM

Liberal humanism can be defined as a philosophical and literary movement in which man and his capabilities are of central concern. It can also be defined as a system of historically changing views that recognizes the value of the human being as an individual and his right to liberty and happiness.

Liberal humanism has its roots at the beginning of English studies in early 1800's and became fully articulated between 1930 and 1950. It was first attacked by theories such as Marxism and Feminism in the early 1960's. In 1840, F.D. Maurice argued that the study of English literature connects readers to what is "fixed and enduring" in their own national identity. Liberal humanism inspired a scientific, rational worldview that placed the learning individual at the centre of history and viewed that history as the progress of Western thought. It served as the catalyst for the modern world's reliance on individualism and belief in a common human nature, scientific rationality, and the search for truth as universal knowledge and certainty in the world. The study of Liberal Humanism finds meaning within the text itself, without elaborate processes of placing it in contexts; it detaches itself from its context and age.

There are some aspects to liberal humanist criticism that have been summarised in ten features; they are called the 'ten tenets'. They are invisible guidelines literary critics use when reading a text. In Peter Barry's words, "They can only be brought to the surface by a conscious effort of will."

The ten tenets of liberal humanism are briefly as follows:

i. Good literature is timeless, transcendent and speaks to what is constant in human nature.

ii. Literary text contains its own meaning; it is not due to socio-political, literary-historical, or autobiographical context.

iii. Text therefore is studied in isolation without ideological assumptions or political conditions. This goal is close to what Matthew Arnold calls, 'See the object as in itself it really is.'

iv. Human nature is unchanging—hence continuity is valued over innovation.

v. Individuality as essence is securely possessed by each 'transcendent subject' distinct from forces of society, experience, and language.

vi. Purpose of literature is to enhance life in a non-programmatic (non-propagandistic) way.

vii. Form and content are fused organically in literature.

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viii. 'Sincerity' resides within the language of literature, noted by avoidance of cliché or inflated style so that the distance/difference between words and things is abolished.

ix. 'Showing' is valued over 'telling' in a text—hence concrete enactment is better than expository explanation.

x. Criticism should interpret the text unencumbered by theorizing, by preconceived ideas—it must trust instead to direct, empirical, sensory encounter text.

3. SUMMARY OF CHAPTER 1 IN PETER BARRY'S BEGINNING THEORY

As the first unit of this semester course is directly based on the first chapter in Peter Barry's Beginning Theory: An Introduction to Literary and Cultural Theory" (Manchester and New York: Manchester University Press) 1995, it is worthwhile to present the summary of the chapter here so that the points could be later discussed at length.

Theory before 'theory': Liberal Humanism

(A) Brief history of the rise of English studies; in 1840 F.D. Maurice argued that the study of English literature connects readers to what is "fixed and enduring" in their own national identity.

(B) I.A. Richards' Practical Criticism (1929) - close, precise reading of text isolated from history/context—also Scrutiny of literature developed by F.R. Leavis, largely independent from language studies, historical considerations, and philosophical questions—the 'project' of theory from the 1960s is to re-establish connections between literary study and these fields.

(C) Top ten tenets of liberal humanism:

i. Good literature is of timeless significance.

ii. The literary text contains its own meaning within itself.

iii. The best way to study the text is to study the words on the page, without any predefined agenda for what one wants to find there.

iv. The text will reveal constants, universal truths, about human nature, because human nature itself is constant and unchanging. People are pretty much the same everywhere, in all ages and in all cultures.

v. The text can speak to the inner truths of each of us because our individuality, our "self," is something unique to each of us,

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something essential to our inner core. This inner essential self can and does transcend all external social forces.

vi. The purpose of literature is the enhancement of life and the propagation of humane values; on the other hand, literature should always be "disinterested," i.e. it should never have an overt agenda of trying to change someone or else it will become propaganda.

vii. In a literary work, form and content are fused together, and are integral parts of each other.

viii. A literary work is "sincere," meaning it is honest, true to experience and human nature, and thus can speak the truth about the human condition.

ix. What is valuable in literature is that it shows us our true nature, and the true nature of society, without preaching; it shows through drama, event, character, and conflict, rather than explaining, lecturing, or demonstrating.

x. What critics do is interpret the text based largely on the words on the page so that the reader can get more out of reading the text.

(D) Barry reviews key critics/moments in history of criticism from Aristotle to Arnold: Aristotle, Sidney, Johnson, Wordsworth, Coleridge, Keats, Shelley (including concern over what distinguishes/typifies/ literary or poetic language; Shelley anticipates Russian formalists' emphasis on 'defamiliarization': for Shelley, poetry "strips the veil of familiarity from the world" - his criticism also anticipates Freudian notion of mind made up of conscious and unconscious elements - Keats's 'negative capability." With decline of common belief in religion, Matthew Arnold feared that society needed literature to enable the middle classes debased by materialism and philistinism to recognize "the best that has been known and thought in the world" via canon of great works - goal to attain pure, disinterested knowledge, and employ past touchstones to evaluate present works

(E) 20th Century criticism: First, track is of I. A. Richards's Practical criticism (Matthew Arnold, T.S. Eliot, F. R. Leavis) of close reading. The second track through Henry James is ideas-led, deals with big questions of structure, effects, nature of literary language, relation of literature to politics and gender. Eliot's idea of poetic 'impersonality' expressed in "Tradition and the Individual Talent"—anti-Romantic sense of tradition speaking through and transmitted by the poet; idea of the "objective correlative" is also flawed. Leavis combined Johnson's moralism with Arnold's social vision and anti-theoretical practice. William Empson's Seven Types of Ambiguity (1930)

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combines close reading with recognition that language is very slippery—void of linguistic indeterminacy that anticipates post-structuralism.

(F) Advent of contemporary Theory: Review/preview of transition to theory via Marxist, Psychoanalytic, Feminist, Structuralist, Poststructuralist, New Historicist and Cultural materialism, Postcolonialist and Postmodern theories. All these schools set aside the impact of the view of Liberal Humanism.

(G) Some recurrent ideas in critical theory that challenged Liberal Humanism

i. Many notions that we habitually regard as fixed and reliable essences (gender identity, individual selfhood, literature itself) are fluid, unstable, socially constructed, contingent, provisional categories upon which no overarching absolute truths can be established. Contemporary critical theory critiques such premises of essentialism.

ii. All thinking affected and largely determined by ideological commitments—no mode of inquiry is disinterested, not even one's own (Barry notes that this premise introduces risk of relativism that may undercut one's argument).

iii. Language conditions and limits what we see—all reality is a linguistic/textual construct.

iv. No fixed, definitive, definite readings/meanings—all texts are webs of contradiction with no final court of appeals to render judgment.

v. Distrust of grand, totalizing theories/notions, including notion of "great books" that are somehow identifiably great regardless of a particular socio-political context; likewise, concept of a "human nature" that transcends race, gender , class is untenable, and can be shown to have the effect of marginalizing other categories of identification/affiliation when some general "human nature" is invoked, appealed to.

(H) Summing up: Politics is pervasive, Language is constitutive, Truth is provisional, Meaning is contingent and Human nature is a myth.

4. DIFFERENCE BETWEEN LITERARY CRITICISM AND LITERARY THEORY

Literary criticism and literary theory are two important terms that we encounter in literary studies. There are varying views on the difference between

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literary criticism and literary theory; some scholars use these two terms to describe the same concept whereas some other scholars consider literary criticism as the practical application of the literary theories. Generally, it is accepted that literary criticism is the study, evaluation and interpretation of literature whereas literary theory is the different conceptual frameworks used to evaluate and interpret a particular work. This is the main difference between literary criticism and literary theory.

What is Literary Criticism?

Literary criticism is the study, analysis, evaluation and interpretation of literature. In other words, it judges the value of a work. In literary criticism, a particular work or a body of work is evaluated according to its aesthetic value, historical/cultural/social significance of the work, use of language and insights of the work. These qualities are often mutually dependent, they often coexist. Literary criticism has a long history and can be traced back to the times of Plato and Aristotle. Literary criticism presents open, unprejudiced and objective response to literature.

What is Literary Theory?

Literary theory is an attempt to understand the nature, function of literature and the relation of text to its author, reader, and society from a certain fixed conceptual framework or ideology. It can be described as the frame that supports literary criticism. Literary theory consists of a variety of scholarly approaches to evaluate a study. In simple terms, they can be described as the different perspectives or angles scholars use to evaluate literature. In short, literary theory is the different frameworks used to evaluate and interpret a particular work. As a consequence, there are different schools of theory.

Some of the major schools of literary theory include:

Formalism – focuses on the structural purposes of a text; Reader Response Criticism – focuses on the response of the reader to a text; Structuralism – focuses on the universal underlying structures of a text; Feminist Criticism/Gender Studies – focuses on the portrayal of gender and gender relations; Psychoanalytic Criticism – focuses on the role of consciousness and unconsciousness in literature; Marxist Criticism – focuses on the political, economic and social in the literature, New Historicism and Cultural Materialism; Post-colonial Studies – focuses on the influence of colonialism on literature;

Liberal Humanism has been the main feature of literary criticism from Aristotle to Arnold, from Greek Classicism up to Victorian criticism, through Neo-classicism of the 18th century and the Romantic criticism of the early 19th century. Most of the features of Liberal humanism are reflected in the major Greek, Latin, British and European critics. In this sense, Liberal humanism sponsored what critics used for studying and appreciating literature i.e. Literary criticism. After the 19th century came the advent of 'theory' which adversely affected literary criticism as the impact of Liberal humanism faded off.

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5. HUMANISM AND LITERARY STUDY: A HISTORICAL DEVELOPMENT

NOTES

Literary study began in Britain in 1840s, with the idea that the study of literature would "emancipate us from the notions and habits" of our own age, connecting us instead with what is "fixed and enduring"--the idea here is that literature holds timeless universal human truths. Hence it can be read without regard to historical context of its production, and without regard to particular historical moment in which we read it and make meaning out of it. The idea behind literary study was to secure middle-class values, to transmit them to all classes so that those values would indeed become universal.

The problem with studying literature at the university level initially was problem of defining 'how' one studies lit. If the study of literature develops taste, educates sympathies, enlarges the mind, makes one a better human being--how are those things measured? How can they be studied and assessed? At the end of the nineteenth century, in both England and America, as academics began to push for university courses in English and American literature, these questions arose. How the study of literature could be defined and carried out in a manner that was disciplined and objective enough to give it status as an academic pursuit.

This debate led, not only to the development of the first types of literary theory, i.e., theories about how literature worked, what it did, and how it ought to be read and studied.`

There are two main tracks in literary theory. One begins with I.A. Richards' notion of "practical criticism," which we might call "close reading." This theory insisted that the best, and indeed the only, way to study literature was to study the text itself in close detail, and to disregard anything outside the text itself, including the author's biography, the historical context in which the work appeared, how it related to other works both before, during, and after its appearance, and how critics and readers responded to the text. In short, this branch of criticism theorized the literary text as an isolated object, something to be studied in and for itself alone. This is the theory that says what literature students ought to do is read the words on the printed page and nothing else.

The second track in literary theory looks at the text as a key to understanding questions and ideas beyond the text itself. This tradition is traced through Phillip Sidney, Wordsworth, and Henry James, among others. Rather than centring on the text alone, this track asks "big picture" questions: How are literary texts structured? How are they different from non-literary texts? How do literary texts affect audiences/readers i.e. what does literature do to you? Is there such a thing as a specifically "literary" language, and if so, what is it like? How does literature relate to other aspects of a culture, such as politics, or gender relations, or philosophy, or economics? Theorists in this track use the literary text as a kind

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of springboard to ask questions that are not solely concerned with "the words on the page."

Current literary theory comes from both tracks. We begin by acknowledging that "the words on the page" are the basis for any analysis of any piece of literature--the raw material from which any argument or ideas must necessarily come. But the analysis rarely stops with close reading; that close reading shows us something, not only about the construction of the text, but about the author, the reader, the social contexts of both, and about the methods of interpretation available to authors and readers.

Both tracks, until about the late 1960s, shared certain fundamental assumptions about what literature was, how it worked, how we read it, and why reading literature was important.

6. PRECURSORS OF LIBERAL HUMANIST CRITICISM

The qualities of literature listed as ten tenets by Peter Barry--the timeless value, the secrets of human nature, the moral lessons literature teaches--all belong to a particular tradition in studying literature. Rather than just being "what one does" with literature, these ideas about the value of literature come from a particular perspective, which is generally called 'liberal humanism.' Most of the academic study of literary criticism follows this trend as it discusses critics from Aristotle to Arnold.

Really speaking, Liberal Humanism, as a concept applied to literature, goes back to Classical criticism of Plato and Aristotle. The idea of mimesis, that literature presents a copy of reality, is based on the view that a timeless reflection of life is provided in the mirror of all works of art. The 'copy' shows reality as it is and hence it is referential. There is nothing false about the work of art because it reveals human nature and universal truths. In replying to the charges of Plato, Aristotle established how literature can be creative. Borrowing plots from myths, a tragedy can present reality in aesthetic terms to give pleasure to the reader/audience. This mimetic theory continued to dominate the 17th and 18th century authors, poets and critics of Neoclassicism. To teach and to delight was the aim of poetry according to Sidney. Literature enhances life by giving human values to the reader. That was why criticism insisted that form and content should be fused in a work of art. Dr. Johnson's analysis of Shakespeare proved how he adhered to the tenets of liberal humanism. With the advent of Expressive theory of poetry, as against the mimetic one, by Romantic poets like Wordsworth, Coleridge, Shelley and Keats, the emphasis was placed on the poet. However, the aesthetic principles emphasized sincere emotions and thoughts of the highly inspired poets. This continuation of liberal humanist approach is later noticed in Matthew Arnold's view of poetry. He claimed that the reading of literature presents all the best that is thought and said in the world. His return to classicism

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shows how he underlined moral and aesthetic principles of liberal humanist criticism. His insistence on disinterestedness of a critic emphasized the principle of objectivity, a valuable trait of liberal humanist criticism.

7. CONTEMPORARY 'THEORY' EXPOSES THE MYTH OF LIBERAL HUMANISM

Liberal humanism can't be simply and easily defined. Liberal humanism has simultaneously included formalism and historicism, scientism and moralism, rationalism and empiricism as well as objectivism and subjectivism. The commonly held view of liberal humanism – as harbouring fixed notions of identity, the human subject, an independent external world, and as affirming that language represents reality – is a myth. These notions are medieval conceptions, they even go back to Plato and Aristotle, and they were already beginning to be challenged in the Renaissance. It was the task of some earlier thinkers to undermine these conceptions. They believed that there is no conception of a stable human self or ego. For example, for Locke, the self was a blank slate, acquiring character only as experience writes on it; for Hume, it is a convention; for Kant, it is a mere presupposition; for Hegel, it is a product of historical forces and reciprocation with other human selves, which are equally constructed. The only stable human subject is the one presupposed by economics, as an abstract unit of economic value, competition and consumption. All of these philosophers strongly undermine the Aristotelian notion of substance as the underlying reality of identity and the world; they challenge the notion of essence, which Locke effectively relocates from reality to language. In fact, long before Saussure, Locke recognized the arbitrariness of signs. The philosophers of the Enlightenment wished to reject any transcendent basis for political sovereignty, morality, or for their formulations of identity, subjectivity and the external world. They even rejected the notion of "reality" as grounded in any extra-human basis: they saw it as a projection of the human mind, of human categories of understanding and of human language.

This continuity between the liberal humanist heritage and many radical thinkers is expressed most profoundly in their deepening obsession with language, its sustained focus on the importance of language in structuring our world, and its retreat from referentiality. Derrida has said that our epoch "must finally determine language as the totality of its problematic horizon." In this sense language has been instituted at the heart of every philosophical problem or inquiry. For example, instead of exploring the connections between thought and reality, thinkers are now investigating the connection between thought, language and reality: language is viewed as integral to both the process of thought and the construction of reality. Language has been similarly instituted within the connections between "man" and "woman," between social classes, between

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conflicting moral and political systems, between various ideological perspectives, between present and past and between differing readings of "history." Since the beginning of the twentieth century, there has been an increasing recognition that these are not fixed categories but they represent our ways of conceiving the world. In this, we are as much the heirs of Kant as we are of Saussure.

The twentieth century preoccupation and obsession with language has been marked by a retreat from referentiality, from the idea that language somehow refers to or represents an external world of reality. The work of modernists such as Proust, Pound, Eliot, Faulkner and Woolf was marked by an intense awareness, derived from the French symbolists, of the limitations of language and its inadequacy for expressing the highest truths and the most profound strata of experience. The work of Marx, Freud, Bergson and Nietzsche was informed by an understanding of language as a system of concepts and signs whose referential value, whose capacity to refer to or represent the real world or the human self, is merely conventional and practical. Many of Saussure's insights into language had long been anticipated and were hardly new. What was new was perhaps the fact that Saussure based an entire theory of language on its relational and conventional nature, as a system of signs.

8. THE ONSLAUGHT OF 'THEORY': FADING OFF OF LIBERAL HUMANISM

Liberal humanism started to lose its credibility in the late 1960s. What happened in the 1960s is pretty complicated in terms of literary and social history. In a nutshell, literary critics responded to the social and political questions arising about race, gender, class, sexuality by asking whether these timeless universal human truths found in literature were really timeless and universal, or whether they weren't just as bound to race, class, gender, sexuality, and culture as everything else in the world. In other words, they started to ask questions like, is Shakespeare really "universal," or did he write as a white male in the 16th century? And if so, how did we come to read Shakespeare as a "classic" that transcended time?

Not everything prior to the 1960s fell under the heading of "humanism," however. In fact, many writers throughout the 20th century have questioned the basic assumptions of humanism. Marxist criticism and psychoanalytic, for example, which pay attention to how social class and sexuality function respectively in producing literature, authors, readers, and particular kinds of interpretations, have challenged humanist principles consistently. What changed in the 1960s was that humanism became labelled as such, as a particular perspective or kind of theory of literature, rather than simply "the truth" about literature and how one approaches it.

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The theory "boom" that occurred in the 1970s threw all of the humanist assumptions into question. Just to start with: the theories have certain ideas in common. They include--

1. The idea that things we have thought of as constant, including the notion of our own identity (e.g. gender identity, national identity,) are not stable and fixed, but rather are fluid, changing, unstable. Rather than being innate essences, these qualities of identity are "socially constructed." A lot of the theories are concerned with how such identities are constructed, and how they come to look and feel so stable and constant. Most of the theories throw out the idea of there being anything absolute, especially any absolute truth, and instead focus on how everything is constructed and provisional.

2. Theorists also throw out the idea of objectivity, arguing that everything one thinks or does is in some degree the product of one's past experiences, beliefs and ideology. Where liberal humanists deny this, and insist they can look at a literary text with no preconceived notions of what they will find, they are only masking their own ideological commitment. This idea relates back to the first idea, that truth is all a matter of perspective and that thought and truth are all "relative," rather than absolute.

3. The theorists agree that language is the most important factor in shaping all our conceptions about life, ourselves, literary texts and the world. Rather than language reflecting the "real world," language actually creates and structures our perceptions of "reality." Furthermore, rather than being speakers of language, these theorists hold that we are products of language.

4. Because all truths are relative, all supposedly "essential" constants are fluid and language determines reality, these theorists conclude that there is no definitive or determinate meaning. There is only ambiguity, fluid meaning, multiple meanings, especially in a literary text.

5. Again, because of this idea of relativism, there is no such thing as a "total" theory, one which explains every aspect of some event. Ironically, this might suggest that the five points mentioned here were not absolute, fixed, definite, and total.

Some people would point to the decline of the humanist perspective with the rise of the modern theoretical perspective. In short, the late twentieth-century theory can be considered first and foremost as a reaction against the tenets of liberal humanism.

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9. SUMMARY

The first unit of the course on Contemporary Critical Thought-1 is on Liberal Humanism. This unit is an introduction to the course which comprises contemporary critical theory. It therefore covers the literary criticism that was taught in colleges and universities in departments of English ever since 1830, the beginning of literature study in university education. In this sense, the unit covers, or supposed to cover, literary criticism from classical times to modern times, from Plato-Aristotle to Arnold in the Victorian times. However, this survey of criticism is presented through a convenient term, 'Liberal humanism' used by Peter Barry in his book "Beginning Theory," which forms the staple support for the syllabus of this course. Instead of taking a survey of literary criticism in a conventional way, the unit focuses on post Arnold criticism, covering I.A. Richards' experiment in Practical Criticism, supported by modern critics like T. S. Eliot, F.R. Leavis and the trend of New Critics like Brooks and Empson. The basic ten tenets of Liberal humanism, which have been taught as basic principles of literary criticism at university level, emphasize universals of literature to say that literature is timeless; it provides moral and aesthetic principles to readers as they evaluate a work of art. The meaning of a text should not be analysed from the point of view of a single 'theory.' As such, with the advent of 'Theory', Liberal humanist criticism faded off and lost its importance. Liberal humanist view is closer to modern critics like Eliot, Richards, Leavis and New critics like John Crow ransom, Cleanth Brooks, William Empson, Robert Penn Warren Allen Tate and Wimsatt and Beardsley. It however lost its impact when contemporary schools of literary critical theory like Structuralism, Marxism, Feminism, Reader Response Theory, New Historicism and cultural Materialism and Deconstruction dominated the scenario of critical theory. However, the basic insights of liberal humanist criticism have stood the test of time and they still form the core of literary criticism courses in the universities today.

10. CHECK YOUR PROGRESS-1

Answer the following in a sentence or two:

1. What does Peter Barry say about the invisible ten tenets of Liberal Humanism?
2. What does the 7th tenet of Liberal Humanism say about form and content in a literary text?
3. What would great works of literature enable the middle class to recognize according to Matthew Arnold?

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4. Name the schools of contemporary theory that set aside the impact of Liberal Humanism.
5. What does language do to our view of reality, according to contemporary 'theory'?
6. What myth has Liberal humanism created according to theorists of today?

11. CHECK YOUR PROGRESS-2

Fill in the blanks in the following;

1. Good literature is ------, transcendent and speaks to what is constant in ------.
2. I.A. Richards' 1929 experiment in ------ in a way established the claims of liberal humanist criticism.
3. William Empson's book ------ is a significant example of New criticism.
4. According to 'theory,' human nature is not constant because it is affected by ------, ------ and ------.
5. According to liberal humanist approach, literary criticism is the study, ------ and ------ of literature.
6. Contemporary theory believes that all truths are ------, all supposedly "essential" constants are ------ and ------ determines reality.

12. EXERCISE

1. What is Liberal humanism? State the main features of its views on literature.
2. Can you define liberal humanism? State its historical antecedents.
3. Who could be the precursors of liberal humanist criticism? Mention some of their special critical features.
4. Show how Liberal humanist approach includes most of the criticism from Aristotle to Arnold.
5. Comment on the argument of contemporary theory's opposition to Liberal humanist approach to literary criticism.
6. Write a short note on the difference between literary criticism and critical theory.

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7. State and explain the importance of the ten tenets of Liberal humanism in the traditional teaching of literary criticism in universities today.

NOTES

13. ANSWERS TO CHECK YOUR PROGRESS-1

1. About the ten tenets of Liberal Humanism, Peter Barry says, "They can only be brought to the surface by a conscious effort of will."
2. The 7th tenet of Liberal Humanism says that form and content are fused organically in literature.
3. According to Matthew Arnold, great works of literature enable the middle class to recognize "the best that has been known and thought in the world."
4. Structuralism, Marxism, Feminism, New Historicism and Cultural Materialism, Post-structuralism and Postcolonialism are some of the schools of contemporary theory.
5. According to contemporary 'theory,' language conditions and limits what we see—all reality is a linguistic construct.
6. Liberal humanism has created the myth that notions of identity, the human subject, an independent external world are fixed and that language represents reality.

14. ANSWERS TO CHECK YOUR PROGRESS-2

1. Timeless; human nature.
2. Practical criticism
3. "Seven Types of Ambiguity"
4. race; gender; class.
5. evaluation ; interpretation
6. relative; fluid; language

15. FURTHER READING

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UNIT - 2
STRUCTURALISM

Contents

1. Objectives
2. Introduction
3. Structuralism: The Basic Concept
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14. Answers to fill in the blanks: Check your progress-2
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1. OBJECTIVES

After studying this unit, you will be able to understand

- The background of Structuralsim
- The views of Ferdinand de Saussure's on language
- The basic concept of Structuralism: Sign: Signifier and Signified
- Saussure's concepts of Langue and Parole
- Extension of Structuralism in other fields
- Structuralism in Literature

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2. INTRODUCTION

Structuralism is the name given to a wide range of discourses that study underlying structures of signification. Structuralists believe that all texts, all meaningful events and all signifying practices can be analyzed for their underlying structures. Such an analysis would reveal the patterns that characterize the system that makes such texts and practices possible. However, we cannot see a structure or a system as such. Rather it remains unconscious but necessary aspect of our whole way of being or what we are. Structuralism therefore promises to offer insights into what makes us the way we are.

Structuralism was a movement of thought in the humanities, widespread in anthropology, linguistics, and literary theory, and influential in the 1950s and '60s. Based primarily on the linguistic theories of Ferdinand de Saussure, structuralism considered language as a system of signs and signification, the elements of which are understandable only in relation to each other and to the system. In literary theory, structuralism challenged the belief that a work of literature reflected a given reality; instead, a text was constituted of linguistic conventions and was situated among other texts. Structuralist critics analysed material by examining underlying structures, such as characterization or plot, and attempted to show how these patterns were universal and could thus be used to develop general conclusions about both individual works and the systems from which they emerged. The anthropologist Claude Levi-Strauss was an important champion of structuralism, as was Roman Jacobson. Northrop Frye's attempts to categorize Western literature by archetypes had some basis in structuralist thought. Structuralism regarded language as a closed, stable system. However, by the late 1960s it had given way to poststructuralism.

Structuralism in this sense is in explicit opposition to mimetic criticism (the view that literature is primarily an imitation of reality) to expressive criticism (the view that literature primarily expresses the feelings or temperament or creative imagination of its author), and to any view that literature is a mode of communication between author and readers. In a way, it radically departs from traditional humanistic criticism.

According to Saussure, 'language' is the entire human potential for speech; 'langue' is the underlying system used for generating discourse intelligible to the group and 'parole' refers to our individual utterances. Levi-strauss, the French cultural anthropologist, found this linguistic model useful for examining different systems of habits, customs and rituals underlying different cultures. For him, cultural systems worked like language system. This led Roland Barthes to define structuralism as a mode of analysis of cultural artifacts based on the methods of contemporary linguistics. This approach is made applicable in other disciplines of knowledge such as anthropology, psychoanalysis, philosophy, history,

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literature and semiotics. However, it should be noted that structuralism does not aim at interpretation. It is rather to arrive at a sort of theoretical foundation that studies the conditions of meaning, the formal structures that organize a text and make possible a range of meanings.

The structuralist approach considers a literary work as a 'text', a mode of writing governed by literary codes and conventions. It also believes that the individual author has no initiative, intention or design as a 'design' or producer of a work. The author is a mere 'space' in the existing system of literary language. As a consequence, structuralism replaces the author by the reader as the central agency in criticism.

3. STRUCTURALISM: THE BASIC CONCEPT

As a linguistic theory, Structuralism says that words have to be seen in the context of the larger structure they are part of. This means that a word is only a word because of the words that surround it, hence the term 'structuralism.' The basic linguistic model of Saussure provided the essentials of structuralism. Let us refer briefly to Saussure's basic idea.

i. Saussure stated that the meanings we give to words are arbitrary. The physicality, or structure of a word, holds no bearing to its connotation or denotation. (The only exceptions may be onomatopoeic words; however, even these vary in different languages.)

ii. Saussure stated that the meanings of words are relational. "No word can be defined in isolation from other words." It is necessary to have other words frame a context to understand one word.

iii. According to Saussure, there are no intrinsic or fixed meanings in words. If a group of people were asked to think of "dog," some people may mentally conjure a breed of dog that they know about. While all these are dogs, and would correctly fit under the category of "dog," this word would not accomplish a fixed meaning.

iv. And the fourth principle according to Saussure is that language constitutes our world. Thought exists, only because language exists. Because the word "freedom" exists, we understand the concept; however, if no such word existed, the thought would be vague or unclear.

In Saussure's Course in General Linguistics, the analysis focuses not on the use of language (called "parole", or speech), but rather on the underlying system of language (called "langue"). This approach examines how the elements of language relate to each other in the present, synchronically rather than diachronically. Saussure argued that linguistic signs are composed of two parts:

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i. a "signifier" (the "sound pattern" of a word, either in mental projection—as when one silently recites lines from a poem to one's self—or in actual, any kind of text, physical realization as part of a speech act)

ii. a "signified" (the concept or meaning of the word)

In brief, Saussure's structural linguistics propounded three related concepts. Saussure argued for a distinction between langue (an idealized abstraction of language) and parole (language as actually used in daily life). He argued that the "sign" was composed of both signified, an abstract concept or idea, and a "signifier," the perceived sound/visual image. Because different languages have different words to describe the same objects or concepts, there is no intrinsic reason why a specific sign is used to express a given signifier. In this sense, it is "arbitrary." Signs thus gain their meaning from their relationships and contrasts with other signs. Therefore Saussure explains, "In language, there are only differences without positive terms."

4. SASSURE'S VIEW OF LANGUAGE: THE SOURCE OF STRUCTURALISM

Where does structuralism come from?

Structuralism first comes to prominence as a specific discourse with the work of a Swiss linguist, Ferdinand de Saussure, who developed a branch of linguistics called "Structural Linguistics" in which Saussure says, "A language is a system of differences with no positive terms." We recognize the marks of a language because they are marks in distinction and different from each and all of the other marks in the system. In fact we recognize marks as marks by virtue of the differences between marks rather than the marks themselves. It is thus the system of differences that makes possible and to a certain extent governs meaningful experience.

Ferdinand de Saussure, (1857– 1913) was a Swiss linguist and semiotician. His ideas laid the foundation for many significant developments in both linguistics and semiology in the 20th century. He is widely considered one of the founders of 20th-century linguistics and one of the major founders of semiotics/semiology.

Saussure's view in his Discourse

The sign contains both its signifying element (what you see or hear when you look at a written word or hear a spoken one) and its meaningful content. There is always something undetermined, always something yet to be determined, about it.

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Signifier/Signified

So Saussure divides the sign into its two aspects. First there's the bit that you can see or hear. Audible and visible signs have priority for Saussure because they are the types of sign that make up most of our known languages.

The signified is what these visible/audible aspects mean to us. The signified is thus always something of an interpretation that is added to the signifier. There is never a natural or necessary relationship between signifier and signified. Saussure says that the relationship is entirely arbitrary. So where does this meaning come from? How do signifieds and signifiers come together?

Synchronic linguistics studies, what he calls, la langue (which is French for "language"), that is, language around at a given moment. What he means by this is the language system. The word "system" suggests an arrangement of interrelated elements and accounts for the way these elements relate to each other. The elements in Saussure's language system are signs. It is because of the specific ways in which these signs interrelate in the system that it is possible to say anything at all. When we do say anything it is an instance of what Saussure calls parole (French for speech). An instance of parole can be called an utterance. An utterance is any meaningful event that has been made possible and governed to an extent by a pre-existing system of signs. Diasynchronic studies, which look into the history of language, was rejected by Saussure.

Langue and Parole

Saussure goes beyond the concept of sign and thinks of two broader aspects of language, dividing language into 'langue' and 'parole.' The more recent comparison between the two terms can be seen in Chomsky's terms of 'competence' and 'performance' or that of information theorists: "code" and "message". According to Saussure, langue is the system of signs and is an integral part of linguistics. It resides in parole. Historically, parole precedes langue. If langue is situated in parole then it should be historically and culturally situated aspect. By langue he meant the forms and system of language that included grammar, syntax and spelling. La langue is what individuals assimilate when they learn a language, a set of forms deposited by the practice of speech in speakers who belong to the same community, a grammatical system which, to all intents and purposes, exists in the mind of each speaker. By parole Saussure means speech acts of the people. However, the difference between the two is quite difficult. Language too is a very ambiguous word when we consider the translation of la langue into English. The relationship between langue and parole is also complex enough. Suppose we were to propose as a provisional definition of "English," the English may be defined as the set of utterances produced by speakers of English when they are speaking English. We see the ambiguity immediately. When we say of someone that he "speaks English" (or is a "speaker of English") we do not imply that he is actually speaking English on any one occasion. Let us follow Saussure and say that all those who "speak English" (or are "speakers of English') share a particular langue and that the set of utterances

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which they produce when they are "speaking English" constitute instances of parole. Therefore, langue is a built in multi-intelligent capacity in humans. It is a collective ability of all humans. On the other hand, parole is individual intonation, pitch of voice, particular set of words or the habit of an individual which makes his or her identity. These utterances or acts of speech combine the thought of the individual with the sound pattern of the words spoken. In this way in structuralism every utterance has underlying laws which run those processes of utterances. However, the intimate correlation of those underlying laws is inexplicable as to why they are the way they are.

5. EXPLANATION OF THE CONCEPT OF 'STRUCTURALISM'

Structuralism is an intellectual movement which began in France in the 1950s and is first seen in the work of the anthropologist Claude Lévi Strauss and the literary critic Roland Barthes. It is difficult to boil structuralism down to a single 'bottom line' proposition, but its essence is the belief that things cannot be understood in isolation; they have to be seen in the context of the larger structures they are part of, hence the term 'structuralism.'

The structures in question here are those imposed by our way of perceiving the world and organising experience, rather than objective entities already existing in the external world. It follows from this that meaning or significance isn't a kind of core or essence inside things: rather, meaning is always outside. Meaning is always an attribute of things; meanings are attributed to the things by the human mind, not contained within them. If we have to understand John Donne's poem 'Good Morrow,' we need to know that its relevant genre is the 'dawn song', a poetic form dating from the twelfth century in which lovers lament the approach of daybreak because it means that they must part.

In this context, it is interesting to find out what exactly Saussure said about linguistic structures which the structuralist critics later found so interesting. It can be stated briefly as follows:

i. He emphasised that the meanings we give to words are purely arbitrary, and that these meanings are maintained by convention only. Words are 'unmotivated signs,' meaning that there is no inherent connection between a word and what it designates. The structuralists were interested in the implication that if language as a sign system is based on arbitrariness of this kind then it follows that language isn't a reflection of the world and of experience, but a system which stands quite separate from it.

ii. Saussure emphasised that the meanings of words are relational. That is to say, no word can be defined in isolation from other words. The meaning of any given word depends upon its relation with other 'adjoining' words. For example, the word hut depends for its precise

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meaning on the chain of words: hovel, shed, house, mansion, palace. The terms male and female; good and bad; day and night are related.Therefore Saussure says, "In a language, there are only differences without fixed terms. All words exist in 'differencing network' like paired opposites."

iii. For Saussure, language constitutes our world; it doesn't just record it or label it. Meaning is always attributed to the object or idea by the human mind, and constructed by and expressed through language: it is not already contained within the thing. Wherever we look, we see language constituting the world in this way, not just reflecting it. For instance, the words for colours make a reality; they don't just name things which are 'there': the spectrum isn't divided into seven primary colours; all the colours merge into one another. Take the example of names of seasons. They are a way of seeing the year, not an objective fact of nature. So Saussure's thinking stressed the way language is arbitrary, relational, and constitutive, and this way of thinking about language greatly influenced the structuralists because it gave them a model of a system which is self contained, in which individual items relate to other items and thus create larger structures. One other distinction made by Saussure gave structuralists a way of thinking about the larger structures which were relevant to literature. He used the terms langue and parole to signify, respectively, language as a system or structure on the one hand, and any given utterance in that language on the other. A particular remark in French (a sample of parole) only makes sense to you if you are already in possession of the whole body of rules and conventions governing verbal behaviour which we call 'French' (that is, the langue).

6. STRUCTURALISM: EXTENSION OF APPLICATION IN OTHER FIELDS

Structuralism which emerged as a trend in the 1950s challenged New Criticism and rejected Sartre's existentialism and its notion of radical human freedom; it focused instead on how human behaviour is determined by cultural, social and psychological structures. It tended to offer a single unified approach to human life that would embrace all disciplines. Roland Barthes and Jonathan Culler explored the possibilities of applying structuralist principles to literature. Jacques Lacan studied psychology in the light of structuralism by blending theories of Freud and Saussure. Louis Althusser , a Neo-Marxist thinker, combined Marxism and Structuralism to create his own brand of social analysis.

Structuralism, in a broader sense, is a way of perceiving the world in terms of structures. Reflected in the work of the anthropologist Claude Levi-Strauss

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and the literary critic Roland Barthes, the essence of Structuralism is the belief that "things cannot be understood in isolation, they have to be seen in the context of larger structures they are part of." The contexts of larger structures do not exist by themselves but are formed by our way of perceiving the world. In Structuralist criticism, consequently, there is a constant movement away from the interpretation of the individual literary work towards understanding the larger structures which contain them.

Structuralism in its basic form can be found in the theories of the early twentieth century Swiss linguist, Ferdinand de Saussure (Course in General Linguistics, 1916) who moved away from the then prevalent historical and philological study of language (diachronic) to the study of the structures, patterns and functions of language at a particular time (synchronic). Saussure's idea of the linguistic sign is a seminal concept in all the structuralist discourses. According to him, language is not a naming process by which things get associated with a word or name. The linguistic sign is made of the union of "signifier" (sound image, or "psychological imprint of sound") and "signified" (concept). In this view, words are "unmotivated signs," as there is no inherent connection between a name (signifier) and what it designates (signified). Saussurean theory establishes that neither human being nor reality is central; it is language that constitutes the world. Saussure employed a number of binary oppositions in his lectures, an important one being speech/writing. Saussure gives primacy to speech, as it guarantees subjectivity and presence, whereas writing, he asserted, denotes absence, of the speaker as well as the signified.

Semiology understands that a word's meaning derives entirely from its difference from other words in the sign system of language (For example, 'rain' differs from 'brain' or 'sprain' or 'rail' or 'roam' or 'reign.') All signs are cultural constructs that have taken on their meaning through repeated, learned, collective use. The process of communication is an unending chain of sign production which a linguist dubbed as "unlimited semiosis." The other major concepts associated with semiotics are "denotation" (first order signification) and "connotation" (second order signification). The first of which is stated, while the second is suggested by a word.

The French social anthropologist Claude Levi-Strauss applied the structuralist outlook to cultural phenomena like mythology, kinship relations and food preparation. He applied the principles of langue and parole in his search for the fundamental mental structures of the human mind. Myths seem fantastic and arbitrary yet myths from different cultures are similar. Hence he concluded that there must be universal laws that govern myths sand all human thought.

7. STRUCTURALISM AND LITERATURE

Roland Barthes once defined Structuralism as a method for the study of cultural artefacts derived from the methods of contemporary linguistics. If

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literature is a part of culture, insights offered by Saussure's linguistic model can be applied to literature as well. In this context, it needs to be understood that Structuralism and semiology are based on two fundamental things: 1. Social and cultural phenomena do not have essences but are defined by a network of relations, both internal and external. 2. In so far as social and cultural phenomena, including literature, have meaning they are signs.

Structuralism, applied to literature, seeks to find how literature has meaning for us. The task of structural analysis is to formulate the underlying systems of convention which enable cultural objects to have meaning for us. Structuralism is not a method for producing new and startling interpretations of literary works. Structuralism asks how the meanings of literary works are possible. It is very clear that knowledge of English and a certain experience of the world do not suffice to make someone a perceptive reader of literature. Something else is required, something which literary training is designed to provide. Some kind of literary competence is expected from everyone who discusses or writes about literature. There are shared notions of how to read and both critic and audience know what counts for reading. The common basis for reading must be understood clearly and the conventions which make literature must be made more explicit. Hence literary conventions used in different forms have to be understood in order to follow the meaning offered by poetry, drama and fiction—the three major forms of literature. A reader internalises these conventions through his familiarity with literature to obtain 'literary competence' without which literature cannot be properly understood or interpreted. Just as knowledge of the deep structure of la langue (what one knows when one knows a language) is needed for reaching la parole (utterances or speech acts - instances of language), adequate expressions produced by the speaker, literary competence is needed to understand how a poem or a play or a novel gives/creates meanings it contains or the reader.

In this connection, we must note what structuralist critics do.They mainly analyse prose narratives, relating the text to some larger containing structure, such as: (A) the conventions of a particular literary genre, or (B) a network of intertextual connections, or (C) a projected model of an underlying universal narrative structure, or (D) a notion of narrative as a complex of recurrent patterns or motifs. They interpret literature in terms of a range of underlying parallels with the structures of language, as described by modern linguistics. They apply the concept of systematic patterning and structuring to the whole field of Western culture, and across cultures, treating as 'systems of signs' anything from Ancient Greek myths to brands of soap powder. In this sense, Northrop Frye's theory of Archetypes of literature is also an example of application of structuralist approach to literature. Just as langue is at the deep structure level of language, archetypal forms are at the basis of all literature. Frye's attempt to locate archetypal patterns is truly structuralist in approach.

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8. SUMMARY

Structuralism is a method of interpreting and analysing such subjects as language, literature and society which focuses on contrasting ideas or elements of structure and attempts to show how they relate to the whole structure. Structuralism is a method used by sociologists, anthropologists, literary theorists, and linguists. They employ this method to show how all aspects of culture are based upon some underlying structure. This underlying structure or structures are formed by interrelations. Structuralism appeared in academia for the first time in the nineteenth century and then reappeared in the second half of the twentieth century, when it grew to become one of the most popular approaches in academic fields concerned with the analysis of language, culture, and society. Originating in the structural linguistics of Ferdinand de Saussure, and extended into anthropology by Claude Lévi-Strauss, structuralism was adapted to a wide range of social and cultural studies, especially in the 1960s, by writers such as Roland Barthes, Louis Althusser, and Jacques Lacan.

The origins of structuralism are linked to the work of the linguist Ferdinand de Saussure. He separated language into "parole" (actual uses of words and language in speech and writing) and "langue" (the abstract structure of language). Ferdinand de Saussure was the originator of the twentieth century reappearance of structuralism, and evidence of this can be found in Course in General Linguistics. Saussure focused not on the use of language (parole, or speech), but rather on the underlying system of language (langue) and called his theory semiology. However, the discovery of the underlying system had to be done via examination of the parole (speech). This approach focused on examining how the elements of language related to each other as a system of signs, that is, 'synchronically' rather than how language develops over time, that is, 'diachronically'. Finally, he argued that linguistic signs were composed of two parts, a signifier (the sound pattern of a word, either in mental projection—as when we silently recite lines from a poem to ourselves—or in actual, physical realization as part of a speech act) and a signified (the concept or meaning of the word). This was quite different from previous approaches which focused on the relationship between words and the things in the world that they designate.

9. CHECK YOUR PROGRESS-1

1. As a linguistic theory, what does Structuralism say about words?
2. In which fields, other than that of language, is Structuralism applied?
3. What are the two parts of a ‘sign’ called?

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4. To which category do the sounds heard over the telephone belong: 'signifier' or 'signified'?
5. At what level should a pupil's language learning basically improve: langue or parole?
6. In which book of Saussure do you find his basic views on language?
7. How does Roland Barthes define it?
8. To which terms of Chomsky may 'langue' and 'parole' correspond?

10. CHECK YOUR PROGRESS-2

Fill in the blanks in the following

1. The French Anthropologist, ------, applied Saussure's linguistic model to cultural phenomena.
2. For Saussure, his study belonged to the field of ------.
3. Saussure preferred the study of language at a given time. It was called ------ study of language.
4. The audible or visible aspect of a sign is called ------.
5. Grammar and syntax are aspects of language that basically function at the level of ---.
6. Saussure's linguistic model is applied by later scholars to many fields like ------ and ------.

11. EXERCISE

1. Explain Saussure's view of the nature and function of language that established the concept of Structuralism.
2. Elucidate Saussure's concept of 'sign', signifier' and 'signified.' How did it bring about a revolution in linguistics?
3. Explain the concepts of 'langue' and 'parole' and show how they are related to the notion of structure which was later applied to other fields.
4. Write a note on Structuralism in literature.
5. Show how the application of Structuralism was later extended to sociology, psychology, mythology and culture.

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12. GLOSSARY

Semiology: It is a science of signs; Saussure was a semiotician and linguist because he studied language which uses signs.

Langue: It refers to the underlying system of language as different from the actual utterances. By langue Saussure meant the forms and system of language that included grammar, syntax and spelling. It is the deep structure of language

Parole: It refers to the visible and audible form of language that we see or hear. Parole is individual intonation, pitch of voice, particular set of words or the habit of an individual which makes his or her identity. Utterances of people who speak the same langue constitute parole. It is the surface structure of language.

Signifier: Sign has two parts: signifier and signified. Signifier is the perceived sound/visual image of a sign. There is no intrinsic reason why a specific sign is used to express a given signifier. Words are signifiers, their meanings are not contained in them.

Signified: Is the idea or meaning that the signifier gives or suggests. The signified is what these visible/audible aspects mean to us. The signified is thus always something of an interpretation that is added to the signifier. There is never a natural or necessary relationship between signifier and signified. Saussure says that the relationship is entirely arbitrary.

13. ANSWERS TO CHECK YOUR PROGRESS-1

1. As a linguistic theory, Structuralism says that words have to be seen in the context of the larger structure they are part of.
2. Structuralism is also applied in the fields of sociology, psychology, mythology and culture.
3. The two parts of a sign are called signifier and signified.
4. They belong to the category of signifier.
5. A pupil's language learning should basically improve at langue level.
6. Saussure's views on language are found in Course in General Linguistics (1916).
7. Roland Barthes defined Structuralism as a method for the study of cultural artefacts derived from the methods of contemporary linguistics.

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8. 'Langue' and 'Parole' may correspond to Chomsky's terms: 'Competence' and 'Performance.'

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14. ANSWERS TO FILL IN THE BLANKS: CHECK YOUR PROGRESS-2

1. Claude Levi-Strauss
2. Semiology
3. Synchronic
4. Signifier
5. Langue
6. Literature; culture

15. FURTHER READING

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UNIT - 3
POSTSTRUCTURALISM AND DECONSTRUCTION

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1. OBJECTIVES

After studying this unit, you will be able to understand

1. The background of Poststructuralism
2. The difference between Structuralism and Poststructuralism

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3. The genesis of the concept in Derrida's view of structuralism
4. Relationship between Poststructualism and Deconstruction
5. The contribution and significance of Deconstructive reading
6. Key concepts in Poststructuralism and Deconstruction
7. Derrida's views on Centre and Decentering

2. INTRODUCTION TO POSTSTRUCTURALISM

The term 'Poststructuralism' refers to a wide variety of critical perspectives that became popular during the 1970's displacing structuralism from its prominent position. In fact, in reacting to the structuralist approach, these critical perspectives extended structuralism radically modifying it. The post-structuralist approach started with Derrida's attack on the so-called scientific pretensions of strict structuralist viewpoint derived from Saussure's basic linguistic model and applied to other fields by cultural anthropologist Levi-Strauss. Derrida asserted that the notion of a systemic structure, whether linguistic or other, presupposes a 'centre' that organizes and regulates the structure, yet it 'escapes structurally.' This ever active but absent centre gives to the Western 'Logo-centric' thinking a self-certifying foundation. Derrida opposed this foundation. Derrida's anti-foundationalism was supported by many thinkers like Foucault, Lacan, Barthes and others questioning the validity and stability of knowledge and truth. This paved the way for post-structuralism. The distinctive poststructuralist view says that no text can mean what it seems to say. The claim that workings of language inescapably undermine the meanings that they make possible has been shared, at least partially, by current literary theories including Marxist, Feminist, New Historicist and Reader Response criticism. Post-structuralism, as a blanket term, includes these critical approaches in general.

In post-structural criticism, 'theory' has become prominent in the sense that its nature opposes in general conventional thinking. These approaches therefore try to challenge, destabilize, undermine or subvert the traditional concepts and procedures in western thinking. For example, the concept of the 'author,' associated with humanism, is not emphasized in these approaches. They set aside the idea that the initiative, intention or design of a work is in the source—the author. The author is not the centre, he is merely a 'space,' a construct of the signifying systems working around us. As a consequence, the disappearance of the author from the literary scene has given importance to the reading; as a consequence, these schools of criticism have become reader- centred in general. For them a literary work becomes a 'text,' to be interpreted and therefore recreated by the reader. Writing becomes 'ecriture' with an all-inclusive textuality. As the text does not does a determinate meaning, no text can mean what it seems to say. Led by Derrida's Deconstruction, post-structuralist schools

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inclucluded later developments of Marxism, Feminism, New Historicism, Reader response and Dialogic criticism

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3. INTRODUCTION TO DECONSTRUCTION

Deconstruction is the most influential movement in the intellectual history of the Western world. Jacques Derrida, a French thinker-philosopher, 'initiated' the view presenting a critique of structuralism in his paper "Structure, Sign and Play in the Discourse of Human Sciences" in John Hopkins University in the U.S. Though deconstruction has its roots in Saussure's linguistic model, it extends the notion of structuralism almost going against its basic assumptions. His concept undermines the idea that the system of language provides determinate meanings of a text. Conflicting forces within the text dissipate the definiteness of its structure and meaning leading to multiplex, undecidable possibilities. When Derrida asserts that there is nothing outside the text, he means that there is no extra-textual world that can express determinate signification. Western world has believed in the presence of a 'centre' outside the text that offers definite meaning. This belief, Derrida calls, 'logocentrism.' There is nothing beyond the verbal signs of a text and people believe that this presence of an outside 'logos'(or god or telos or an ultimate referent) makes definite meaning possible. Derrida says that this presence or 'centre' outside the text is an illusion; it is a self-certifying absolute that does not exist. Its presence as intention is illusory. Derrida explains Sauassure's two aspects of a sign—the signifier and signified—differently. He suggests that the signifier get extended indefinitely so that we reach only the 'trace' or semblance of meaning, and not meaning in any determinate form. Thus language as a system leads only to "self-effacing trace." Using the word "differance" to include two senses of the French verb 'differer', meaning 'difference' and 'deference' (postponement of signification). Thus for Derrida, language involves free play leading to trace or effect of meaning but not determinate meaning. Thus, as J. Hillis Miller says, "all reading is necessarily misreading."

4. AN OVERVIEW OF STRUCTURALISM

Structuralism arose on the continent, in particular in France, in the early 60s. The first 'big name' was Claude Lévi-Strauss, an anthropologist, who took on Jean-Paul Sartre, the leading French intellectual and philosopher of the time, and didn't so much win, as went unanswered (which from Sartre's point of view was worse). Here was France's main philosopher, Sartre, who usually had something to say about everything, being attacked in Lévi-Strauss' The Savage Mind, and yet not replying! The implication was that he couldn't reply, and the intellectual mood began to move towards Lévi-Strauss' intellectual position, which he called structuralism.

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A simple explanation of structuralism is that it understands phenomena using the metaphor of language. That is, we can understand language as a system, or structure, which defines itself in terms of itself. There is no language 'behind' language with which we understand it, no metalanguage to explain what language means. Instead it is a self-referential system. Words explain words explain words (as in a dictionary), and meaning is present as a set of structures.

Such an approach was an attack on other types of philosophy which claim that there is a 'core' of truth which is 'reality', something behind the world of 'appearance'. For example Marxists might argue that we can understand the world ('appearance') by examining the relations of production ('reality'), or some fundamentalist Christians might argue that we should understand the world as a battle of God against Satan, so this 'truth' is hidden, but in fact it explains the world.

Another structuralist was Roland Barthes, who claimed the term for a while, who was a literary critic and wrote about the 'Death of the Author'. He argued the author could not claim to know what his/her book was about any more than the reader. Again, the idea that there was a hidden reality (hidden to the reader but known to the author) was challenged, and instead a view of the 'text' presented which was available to all equally.

5. ADVENT OF POSTSTRUCTURALIST VIEW AND DERRIDA'S DECONSTRUCTION

During the second half of the twentieth century, with its torturous experiences of the World Wars, Holocaust and the advent of new technologies, witnessed revolutionary developments in literary theory which were going to undermine several of the established notions of Western literary and cultural thought. The most prominent of them was Poststructuralism, with its watchword of "deconstructive reading" endorsed by the French philosopher Jacques Derrida. The theory, launched in Derrida's paper Structure, Sign and Play in the Discourse of the Human Sciences (1966) had its roots in philosophy, especially in Martin Heidegger's concept of Destruktion. Derrida was also influenced by Nietzsche, Freud and Marx, each of whom brought about revolutionary ways of thinking in their respective disciplines.

Derrida attacked the so called systematic pretensions of structuralism — derived from Saussurean Structural Linguistics and Levi-Strauss' Structural Anthropology — which presuppose a centre that organises and regulates the structure and yet "escapes structurally." Contemporary thinkers like Foucault, Barthes and Lacan undertook in diverse ways to decentrem or undermine the traditional claims for the existence of a self-evident foundation that guarantees the validity of knowledge and truth. This anti-foundationalism and scepticism about the traditional concepts of meaning, knowledge, truth and subjectivity also

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found radical expression in Marxism (Althusser), Feminisms (Cixous, Kristeva), New Historicism (Greenblatt) and Reader Response theory.

Poststructuralism emphasises the indeterminates and polysemic nature of semiotic codes and the arbitrary and constructed nature of the foundations of knowledge. Having originated in a politically volatile climate, the theory laid greater stress on the operations of ideology and power on human subjectivity. In deconstructionist thought, the connection between thought / reality, subject /object, self /other are viewed as primarily linguistic terms and not as pre-existent to language. With the famous statement "there is nothing outside the text," Derrida established the provisional and constructed nature of reality, identity and human subjectivity. Undermining "logocentricism" as the "metaphysics of presence" that has ever pervaded Western philosophy and cultural thought, Derrida proposed the concept of "ecriture" (or writing), which is beyond logos, and characterised by absence and difference, where there is free play of signifiers, without ever arriving at the "transcendental signified," where meanings are locked in 'aporia' (dead-end) and can be located only in trace and semblance.

6. DIFFERENCE BETWEEN STRUCTURALISM AND POSTSTRUCTURALISM

Structuralism was a literary movement primarily concerned with understanding how language works as a system that produces meaning. That is to say, structuralism asked the following question: How does language function as a kind of meaning machine? To answer this question, structuralism turned its attention to form. Focusing on the form or structure of the literary work and the particular use of language in the work, would allow structuralists to think of language as a kind of science. The primary theorist framing the ideas associated with structuralism was Ferdinand de Saussure, who developed the idea that language was composed of arbitrary units that were void of concept or meaning until they acquired meaning through a language system that relied on differences between terms within their larger linguistic and social contexts.

Poststructuralism, on the other hand, is less singularly defined as a movement than structuralism. A number of literary theories fall under the larger umbrella of poststructuralism, including gender theory and reader-response theories. These theories recognize the overarching notion that meaning does not exist outside of the text and that meaning is not fixed but rather contingent and unstable. Poststructuralism evolved alongside Jacques Derrida's theory of deconstruction, which emphasized this concept of unstable, unfixed meaning as it functioned in language. According to Derrida, language is made up of units that do not contain inherent meaning and relate to other units (or signifiers) through their difference. Meaning, in deconstructionist theory, is therefore constantly deferred, never landing in one place or becoming stable.

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Poststructuralism emerged in this context, recognizing this lack of fixed or inherent meaning and yet also acknowledging the need for language to acquire meaning.

Post-structuralism is a late-twentieth-century development in philosophy and literary theory, particularly associated with the work of Jacques Derrida and his followers. It originated as a reaction against structuralism, which first emerged in Ferdinand de Saussaure work on linguistics. By the 1950s structuralism had been adapted in anthropology by Lévi-Strauss, in psychoanalysis by Lacan and in literary theory by Barthes and there were hopes that it could provide the framework for all areas of the human sciences.

Structuralism was never formulated as a philosophical theory in its own right. It aimed at a logically rigorous system of knowledge based on sharp explicit definitions of fundamental concepts. For structuralism, the system itself was absolute. Post-structuralist critiques of structuralism typically challenge the assumption that systems are self-sufficient structures and question the possibility of the precise definitions on which systems of knowledge must be based.

Poststructuralism was both a critical revision and a radicalization of structuralist thought. Its most influential proponent, Jacques Derrida, argued that the crucial contribution of structuralism was not its claim that all human thought and activity follows structural patterns. What Derrida found much more important was the insight that no structure has ever succeeded in explaining its central organizing principle, its 'center' in its own terms. No religion can explain its god, for example, and no Enlightenment philosopher arrived at a satisfactory definition of reason. After structuralism, Derrida suggested, one can no longer suppress the thought that such centers are mere constructs whose role is to push off thoughts that threaten to subvert the structure—thoughts such as "God is dead," or "unreasonable statements can be true."

Derrida carries out his critique of structuralist systems by the technique of deconstruction. This is the process of showing, through close textual and conceptual analysis, how definitions of fundamental concepts (for example, presence versus absence, true versus false) are undermined by the very effort to formulate and employ them. Derrida's approach initially influenced literary theory and criticism in the USA but later on most thinkers the world over.

7. POSTSTRUCTURALISM & DECONSTRUCTION

One of the basic assumptions that shapes poststructuralist thinking is that every aspect of human experience - our modes of communication, social habits, values, wallpaper preferences, even our personal identities - are textual. It means that everything we think we know about ourselves and our world is based on language. In fact, poststructuralists believe that our realities are created by the languages we use. Poststructuralism takes us well beyond the world of New Criticism, which asks us to think about "the text and nothing but the text." As Jacques Derrida who put forwarded deconstruction puts it: there's nothing that isn't text!

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So how do we tell the difference between deconstruction and poststructuralism? Both deconstruction and poststructuralism are into disrupting the ideas you might take for granted every day—especially convenient distinctions like the differences between male and female, nature and culture, health and sickness, good and bad, or true and false. Deconstructionists and poststructuralists look around and see a world where all our values and ideals are created by the language we use to think about said values and ideals.

And since so many of those ideals have been used throughout history to rate some people over others—like men over women, white over black, law-abiding over criminal, sane over sick—poststructuralists say it's up to us to reveal those hidden relationships between language and power. Why should the word "dark" have a negative connotation in so many contexts?

8. SOME KEY CONCEPTS IN POSTSTRUCTURALISM & DECONSTRUCTION

Signification

Signification is what language does. It's an active, ongoing process of producing meaning. According to Ferdinand de Saussure, whose teachings gave structuralism its start, language works by combining two things: signifiers and signifieds. Signifiers are "sound-images"—in other words, words. Signifieds are the things or concepts that words are supposed to refer to. Together, signifiers and signifieds make signs. Saussure tells us that the relationship between signs and things is arbitrary. He says there's nothing inherent that makes the signifier the best choice for describing something. This complex process of signification continued to be the basis of poststructuralism. Just like the later poststructuralists, Saussure argued that value comes from the system, not from signs themselves.

Différance

When Derrida coined this term, deconstruction was born. Différance is a combination of two verbs: to differ and to defer. To differ means to be "not the same," and to defer means "to postpone" or "to delay." Mix them together and you get an explosive definition of how language works.

Basically, Derrida makes up this word to say that meaning is never transmitted perfectly by signs: we can never be 100% sure that we've understood exactly what a book or a friend is trying to say. However, no matter how hard we try, even our own words don't always seem to be able to say what we want. Attempt to describe something utterly gorgeous, like a sunset and you'll see what we mean. A reader keeps deferring what he does not understand in a text. According to Derrida, language never holds onto meaning—communication is an infinite chain of différance.

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Writing or Écriture

"Writing," for Derrida is one of those theory terms that manages to be simple but hugely complex. According to him, the entire tradition of Western philosophy talks about speech like it's got magical abilities. It's just assumed that speech is a sign of presence—not just the physical presence of the person speaking, but also the kind of metaphysical presence that we can read about if we flip to the first page of the Bible. In Genesis, when God speaks, things get real.

In comparison writing assumed to be about opposite of speech, is non-presence, non-fullness. For Derrida, speech and writing are the same in the sense that one word might be said out loud while the other is marked down, but both are marked by différance. Meaning isn't present in either spoken or written words—no matter what, it's always deferred. In deconstruction, the word ecricture (usually translated as writing in English) refers not just to systems of graphic communication, but to all systems inhabited by différance. A related term, called archi-écriture, (arch-writing) refers to the positive side of writing, or writing as an ultimate principle, rather than as a derivative of speech.

Trace

The idea of différance also brings with it the idea of trace. A trace is that from which a sign differs/defers. It is the absent part of the sign's presence. In other words, through the act of différance, a sign leaves behind a trace, which is the left over after everything present has been accounted for. You can think of carbon copies that continue to become faint; they lose clarity while maintaining some similarity. According to Derrida, trace itself does not exist because it is self-effacing. That is, "in presenting itself, it becomes effaced." Because all signifiers viewed as present in Western thought will necessarily contain traces of other (absent) signifiers, the signifier can be neither wholly present nor wholly absent.

Transcendental Signified

For deconstructionists and poststructuralists, language never transmits meaning perfectly; we can never get meaning to hold still. We can never reach Absolute Truth. We can't even assume there is such a thing. This goes for individual interpretations of books and poems, but it also applies to bigger ideas in philosophy and religion too.

Derrida wasn't the first philosopher to suggest that it is impossible for us mere mortals to get to the bottom of things. So, whatever the truth of the day happens to be, that's what Derrida calls the transcendental signified. In logocentrism, there is a desire for a “transcendental signified,” but it transcends all signifiers, and so it is a meaning which transcends all signs. If meaning is created by the system, then there just can't be anything that hovers outside to give it meaning from the beyond.

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Text

Text can mean something special to deconstructionists and poststructuralists. Roland Barthes, who moved from structuralism to poststructuralism, tells us that we experience text as "an activity of production." In other words, Barthes wants us to know that reading a text and writing the text aren't all that different: the two activities blend together as readers and texts interact. Everything that you bring to the reading of a book, anything you know about the author's life, or the historical events the novel is based on, or the things reviewers have to say - becomes part of the "text" too.

In this way, you help to "write" the text as you respond to it through your reading. Before you ever came to it, the text was already full of writing by all kinds of other people too—everyone who helped to create the language, and all the effects of discourse, that seeped into the text through the "author's" pen.

Author-Reader

Classical, Neoclassical (Mimetic theory) and Romantic (Expressive theory) criticism had emphasized the importance of the author as creator, intention or design of a work of art for years. Initiated by structuralism, Poststructuralism too diverted its attention from the author to reinvent the importance of the reader. The author is not the centre; he is merely a 'space,' a construct of the signifying systems working around us. A literary work becomes a 'text,' to be interpreted and therefore recreated by the reader. Writing becomes 'ecriture' with an all-inclusive textuality. As the text does not have a determinate meaning, no text can mean what it seems to say. As a consequence, most of the poststructuralist schools have close affinity with Reader response criticism.

9. DECONSTRUCTION: SOME DEFINITIONS

Although Jacques Derrida, who could be described as today's outstanding philosopher of language, did not himself define his concept of Deconstruction, we could start with the following one given by a well-known critic, M. H. Abrams:

"Deconstruction, as applied in the criticism of literature, designates a theory and practice of reading which questions and claims to "subvert" or "undermine" the assumption that the system of language provides grounds that are adequate to establish the boundaries, the coherence or unity, and the determinate meanings of a literary text. Typically, a deconstructive reading sets out to show that conflicting forces within the text itself serve to dissipate the seeming definiteness of its structure and meanings into an indefinite array of incompatible and undecidable possibilities."

Derrida's reiterated claim is that not only all Western philosophies and theories of language, but all Western uses of language (hence all Western culture)

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are logocentric; that is, they are centered or grounded on a "logos" (which in Greek signified both "word" and "rationality") or they rely on "the metaphysics of presence." They are logocentric, according to Derrida, in part because they are phonocentric; that is, they grant, implicitly or explicitly, logical "priority," or "privilege," to speech over writing as the model for analysing all discourse. By logos, or presence, Derrida signifies what he also calls an "ultimate referent"—a self-certifying and self-sufficient ground, or foundation, available to us totally outside the play of language that is directly present to our awareness and serves to "centre" (that is, to anchor, organize, and guarantee) the structure of the linguistic system, and as a result suffices to fix the bounds, coherence, and determinate meanings of any spoken or written utterance within that system.

The consequence, in Derrida's view, is that we can never, in any instance of speech or writing, have a demonstrably fixed and decidable present meaning. He says that the differential play of language may produce the "effects" of decidable meanings in an utterance or text, but asserts that these are merely traces or effects and lack a ground that would justify certainty in interpretation.

In order to explain his view, Derrida coins the term différance, in which he uses the spelling "-ance" instead of "-ence" to indicate a fusion of two senses of the French verb "différer": to be different, and to defer. It is difference that makes possible the meaning whose possibility (as a decidable meaning) it necessarily baffles. Setting aside the claims of structuralism, Derrida says, "The absence of a transcendental signified extends the domain and the play of signification infinitely." The result, in Derrida's rendering, is that each text deconstructs itself, by undermining its own supposed grounds and dispersing itself into incoherent meanings which the deconstructive reader neither initiates nor produces; deconstruction is something that simply "happens" in a critical reading.

Barbara Johnson explains the concept saying, “Deconstruction is not synonymous with destruction. The de-construction of a text does not proceed by random doubt or arbitrary subversion, but by the careful teasing out of warring forces of signification within the text itself. If anything is destroyed in a deconstructive reading, it is not the text, but the claim to unequivocal domination of one mode of signifying over another.” (The Critical Difference, 1980, p. 5)

J. Hillis Miller, a deconstructionist in his own right, explains it further as follows: “Deconstruction as a mode of interpretation works by a careful and circumspect entering of each textual labyrinth.... The deconstructive critic seeks to find, by this process of retracing, the element in the system studied which is alogical, the thread in the text in question which will unravel it all, or the loose stone which will pull down the whole building. The deconstruction, rather, annihilates the ground on which the building stands by showing that the text has already annihilated the ground, knowingly or unknowingly. Deconstruction is not a dismantling of the structure of a text but a demonstration that it has already dismantled itself.” Miller's conclusion is that any literary text, as a ceaseless play of "irreconcilable" and "contradictory" meanings, is "indeterminable" and "undecidable"; hence, "all reading is necessarily misreading." (References stated

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above are from A Glossary of Literary Terms by M.H. Abrams, Prism Books, Bangalore, 1993.)

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10. DERRIDA ON THE CONCEPT OF CENTRE AND DECENTERING

Beginning in the early modern period, the loss of God or any supernatural grounding undermined the whole medieval structure. Though science replaced religion subsequently, satisfactory basis for human understanding was not found. Then man turned to his inner self as grounding for all his knowledge. But by the time of Nietzsche and Freud, man lost the sense of a coherent, rational self that could reach anything stable or objective. Structuralists agreed but said that we can at least analyse language and find in it universal and necessary structural features.

The purpose of deconstruction is to discredit Structuralism, the last stronghold of the 'centred' approach to language. All of the 'centred' approaches to language---from the Logos of God to the Forms of Plato to the nature of the Aristotelians to the Noumenal Self of Kant to the Universal Linguistic Structures of the Structuralists--- have had two features in common: the belief that language is referential to an extra linguistic reality, and the belief that meanings given by language are fixed.

This is where deconstruction comes in. Derrida looks at philosophy to see that any system necessarily posits a 'centre,' a point from which everything comes and to which everything refers or returns. Sometimes it is God, sometimes it is human self, the mind, sometimes it is the unconscious, depending on what philosophical system or set of beliefs one is holding on to.

There are two key ideas at the back of deconstruction. First is that we are still looking at systems or structures, rather than at individual concrete practice, and that all structures or systems have a CENTRE, the point of origin or the thing that created the system. Second is that all systems or structures are created by binary pairs or oppositions, of two terms placed in some sort of relation to each other.

Thus presence is favoured over absence and the centre guarantees its meaning. Think of your entire self as a kind of system, at the core of which there is the 'I', an identity that is stable, unified and coherent. This core is the CENTRE of the system, the "langue" of your being, and every other part of you (each individual act) is part of the "parole." The "I" is the origin of all you say and do and it guarantees the idea of your presence, your being.

It is critically important to note that LANGUAGE, as a system or structure, does not have a centre. There is no central term or idea that creates language and holds it together. This is the key idea for Derrida and poststructuralism. Without

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a centre to hold the elements in place, there is no absolute or definitive "truth" or "meaning." Language is a free play, it is always shifting and moving, not fixed by a centre—hence meaning is always ambiguous, multiple and provisional.

11. SUMMARY

Though Poststructuralism has drastically changed the way we understand the relations between human beings, their culture, and the world challenging traditional theories of language and culture, it is not a homogenous movement of thought. It started when Derrida challenged the basics of structuralism by presenting his view of language as free play in which meanings never get expressed in a clear and determinate way. Poststructuralism evolved alongside Jacques Derrida's theory of deconstruction, which emphasized this concept of unstable, unfixed meaning as it functioned in language. According to Derrida, language is made up of units that do not contain inherent meaning and relate to other units (or signifiers) through their difference. Meaning, in deconstructionist theory, is therefore constantly deferred, never landing in one place or becoming stable. Poststructuralism emerged in this context, recognizing this lack of fixed or inherent meaning. Derrida coined the term difference to suggest that it is the principle of difference that works in language and hence what we get is mere trace of meaning that is approximate and unstable while the signified get forever extended indefinitely. Derrida's deconstructive reading has revolutionized our view of language, culture and the world around us.

12. CHECK YOUR PROGRESS-1

Write answers in a sentence or two.

1. What are the two meanings of the word: differance?
2. What is the other term you can use for 'logocentrism'?
3. What is it called when a reader reaches a dead-end in a text?
4. Was structuralism totally rejected by Derrida's deconstruction?
5. Which paper did Derrida present in the U.S. to introduce his view of language?
6. Who has written, "All reading is necessarily misreading."?

13. CHECK YOUR PROGRESS-2

State whether the following statements are TRUE or FALSE.

1. Jacques Derrida wrote his articles and books in English.
2. Ferdinand de Saussure was a linguist and semiologist.

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3. Derrida's word différance is a French word.
4. Derrida continued to emphasize the structuralist view that our world is constituted only in and by language.
5. Barthes, Lacan, Foucault, Hillis Miller did not have any affinity with poststructuralist view.
6. Language offers only trace or semblance of meaning according to Derrida.

14. GLOSSARY

Logocentrism: According to Derrida, 'logos' is a centre that exists outside language in which people believe. It is this faith that gives us meaning to our use of language. Actually, it contains no definite meaning. It is like our faith in God who does not really exist; but his presence gives meaning to our life.

Centre: Derrida says that language does not have a 'centre,' in the form of presence of meaning. Signs in language contain no meaning; it is difference that enables them to acquire meaning. Western worldview believes in an outside centre to give language meaning, Derrida rejects this view.

Différance: The term is coined by Derrida from the French verb "différer." It is a combination of two verbs: to differ and to defer. To differ means to be "not the same," and to defer means "to postpone" or "to delay." We get some meaning from the principle of difference working in language. What we don't get is always (even forever) postponed. The coinage explains how language as a system works.

Écriture: In poststructuralism, this French word for writing does not refer to that part of language which is derivative to speech and hence less significant aspect of language. Derrida set aside speech/writing binary opposite and accepted the latter choosing a grapho-centric model of language. Complexity of language is noticed in writing, not speech. For Derrida, différance is clearly noticeable in ecriture, not in speech, hence his unusual spelling of différance.

Trace: The term refers to the unstable, approximate meaning that a word as signifier gives to a listener/reader. It is the semblance of meaning, not determinate meaning ("Meaning"), that one gets from a word. Trace is like a carbon copy, always indistinct and approximate, never clear and distinct. Language as a free play gives only traces of meaning.

Aporia: The term is derived from the Greek word for 'impasse.' When a reader undertakes deconstructive reading of a written text, he understands it up to a point. Beyond it, the text annihilates or deconstructs itself. The reader reaches a dead end or aporia which opens up unresolvable difficulties beyond which the text refuses to reveal anything. All writing is full of such moments of aporia according to Derrida.

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15. ANSWERS TO CHECK YOUR PROGRESS-1

1. Differance means 'difference' and 'deference.' A word has a trace of meaning in language because of its difference from other words; but as it lacks definiteness, what the reader does not get is 'deferred' or postponed.
2. For Derrida, 'logocentrism' also means 'phonocentrism' because for people language is primarily not writing but speech made up of sounds.
3. That stage of reaching a dead end, beyond which the reader is unable follow the text, is called 'aporia.'
4. No. Derrida accepted the basic premise of structuralism on the nature of language but he modified and extended it.
5. Derrida's paper Structure, Sign and Play in the Discourse of the Human Sciences (1966), presented in John Hopkins University in the U.S., introduced his views on language.
6. J. Hillis Miller, who was initially a structuralist critic, later became a deconstructionist and poststructuralist. He wrote, "All reading is necessarily misreading."

16. ANSWERS TO CHECK YOUR PROGRESS-2

1. False
2. True
3. False
4. True
5. False
6. True

17. EXERCISES

1. Bring out the difference between Structuralism and Poststructuralism.
2. In what way has Derrida modified and extended the basic principles of structuralism?
3. What do you know about difference? Explain the significance of Derrida's coinage.

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4. Explain: "There is nothing outside the text."
5. Explain briefly Derrida's view of language as free play.

NOTES

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UNIT - 4
POSTMODERNISM

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1. OBJECTIVES

After studying this unit, you will be able to understand

- The background in which Postmodernism emerged
- The concept of Modernism and its difference from Postmodernism
- The affinity of Postmodernism with Post-structuralism
- The contribution of thinkers like Lyotard and Baudrillard
- The critique of Postmodernism
- Postmodernism as a literary movement or school of criticism

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2. INTRODUCTION

Postmodernism is a general and wide-ranging term applied to literature, art, philosophy, architecture, fiction, and cultural and literary criticism among others. Postmodernism is largely a reaction to the assumed certainty of scientific, or objective, efforts to explain reality. In essence, it stems from a recognition that reality is not simply mirrored in human understanding of it, but rather, is constructed as the mind tries to understand its own particular and personal reality. For this reason, postmodernism is highly sceptical of explanations which claim to be valid for all groups, cultures, traditions or races, and instead focuses on the relative truths of each person. In the postmodern understanding, interpretation is everything; reality only comes into being through our interpretations of what the world means to us individually. Postmodernism relies on concrete experience over abstract principles, knowing always that the outcome of one's own experience will necessarily be fallible and relative, rather than certain and universal.

Postmodernism is "post" because it denies the existence of any ultimate principles, and it lacks the optimism of there being a scientific, philosophical or religious truth which will explain everything for everybody --a characterisitic of the so-called "modern" mind. The paradox of the postmodern position is that, in placing all principles under the scrutiny of its scepticism, it must realize that even its own principles are not beyond questioning. In this sense, postmodernism cannot on its own principles ultimately justify itself more than any other viewpoint.

Postmodern writers, beginning with Nietzsche, began to question the integrity of modernism's metanarrative of progress. In fact, the main casualty of a postmodern perspective is the very idea of a metanarrative. Postmoderns are sceptical of any and all claims to an authoritative comprehensive worldview, absolute truth about reality, and an overarching purpose to the human story. Postmoderns embrace local narratives, not metanarratives; a multitude of stories, not any big stories of epic proportion.

3. MODERNISM

Before we try to understand postmodernism, we need to look into the concept of modernism first. Modernism was a literary genre which sprung up around 1914, from the beginning of World War I. It was a reaction to the 19th century realistic fiction. It believed that realism was not adequate to portray human nature. Hence the use of 'time' in modernist literature is often unusual and significant. Many modernist authors represent time as a symbolic or

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psychological construct, allowing them to take a nonlinear approach in their novels or breeze through a large period of time very quickly. In order to further remove themselves from realistic literature, modernist writers employed a number of literary devices. These included use of language with multiple meanings, experimentation with form, nonlinear narratives, ironic juxtapositions and deliberate obscurity of meaning. These devices have been described by some as 'modernist formalism' which in a way was the author's way of making his work inaccessible to an average reader. Modernists felt a growing alienation incompatible with Victorian morality, optimism, and convention. New ideas in psychology, philosophy, and political theory kindled a search for new modes of expression. Modernist literature reflected a sense of disillusionment and fragmentation. A primary theme of T. S. Eliot's long poem "The Waste land" (1922), a seminal modernist work, is the search for redemption and renewal in a sterile and spiritually empty landscape. With its fragmentary images and obscure allusions, the poem is typical of Modernism in requiring the reader to take an active role in interpreting the text. Most Modernist fiction was cast in first person. Whereas earlier, most literature had a clear beginning, middle and end, the Modernist story was often narrated using the stream of consciousness technique. In short, experimentation in both content and form made literature modernist. Most scholars would agree that modernism began around 1900 and continued on as the dominant cultural force in the intellectual circles of Western culture well into the middle of the twentieth century.

4. POSTMODERNISM

Postmodernism arose after World War II as a reaction to the perceived failings of modernism. The basic features of what we now call 'postmodernism' can be found as early as the 1940s, notably in the work of Jorge Luis Borges. However, most scholars today would agree that postmodernism began to compete with modernism in the late 1950s and gained ascendancy over it in the 1960s.

If we try to understand the term Postmodernism, we come to the names of two thinkers: Jean François Lyotard and Jean Baudrillard. Whereas Lyotard defines 'The Postmodern Condition' as 'incredulity towards metanarratives,' Baudrillard believes that it tries to create hyperreality on the basis of 'simulacra and simulation.' Emphasis on smaller, local narratives, as against grand narratives, and creating a semblance of reality, instead of objective reality, seems to be an important feature of postmodernist writing. However, we come across other scholars and thinkers who have added the following features to postmodernist writing:

Scepticism about the idea of progress; realization that self is fragmented, decentred and not knowable; denial of hierarchy and order; acceptance of and incorporation of Intertexuality in writing; use of irony and paradox as favourite

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modes of expression; chaos as the most likely explanation of today's reality; questioning the claim of history to know the past; decentering traditional notions of subjectivity and assertion of non-hegemonic cultures.

To these characteristics are added for inclusion the following elements particularly in postmodern fiction: Magic Realism, Irony, Parody, Hybridity, Heteroglossia, Dialogic interaction, Intertexuality, Carnivalesque, Pastiche and Mimicry. David Lodge, in his book "Working with Structuralism," has identified six narrative strategies in postmodern fiction: Contradiction, Permutation, Discontinuity, Randomness, Excess and Short Circuit.

According to Linda Hutcheon, postmodernism is neither a purely revolutionary nor a merely affirmative phenomenon; it is characterized by both adaptation and objection. The movement of postmodernism is from singularity to plurality, heterogeneity, hybridity and flexibility; from consent to dissent; from a Euro-centric and male-oriented subject position to a broad spectrum of ethnic, regional, and gender-neutral subject positions; from ordered concepts to entropy; from a fixation on historical continuities to a belief in the discontinuity of historical processes. The single cry of postmodernism is freedom and more freedom. Although a child of modernity, it has turned around to devour its own mother.

Like modernism, postmodernism is a Western phenomenon and as such is connected to the democratizing processes of the Western world. Hence the postmodern condition includes feminism, multiculturalism, and postcolonialism. It values cultural hybridity and pluralism. Postmodernism speaks the language of plurality, of multiculturalism, of dialogue, of difference, of the end of master narratives and of the breakdown of the centre. It tells us that the doors are open again to all those whom modernism excluded and drove out of the Promised Land can come back. It seeks to correct the excesses of modernism, but in the process has created its own excesses.

If we carefully look into the features of Postmodernism in literature mentioned above, we realize that most of them could be divided into two categories: content oriented characteristics that refer to its ideological background and social conditions from which it sprang up and form oriented features that are used in its literary expression. Ideologically, Postmodernism offers a philosophy of life or a worldview of the contemporary scene through presenting a portrait of reality in a seemingly non-focused way. It refers to postmodern ideas and concepts that influence people and their lives in the field of socio-economic, political and cultural environment of today. If we call these ideological features of postmodernism, there are the other aspects which direct us to the form, expression and style of postmodernist literature in general. Though these two aspects of postmodernism seem to go hand in hand in a work of art, they may not always be together. As a result, a novel could be postmodernist in both content and form, or it could be postmodernist either in content or in form. For example, Joyce's "Finnegan's Wake" is described by some scholars as postmodernist, although Joyce is associated with high modernism. It's possible that the novel

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looks forward to the postmodernist content, though it retains its modernist form. We therefore have to remember that the categories stated above are too broad to find total expression in any single text.

In this sense, we can divide postmodernist features as follows. If creation of hyperreality on the basis of 'simulacra and simulation,' scepticism about the idea of progress; realization that self is fragmented, decentred and not knowable; denial of hierarchy and order; chaos as the most likely explanation of today's reality and decentering of traditional notions of subjectivity and assertion of non-hegemonic cultures are looked upon as the ideological or conceptual features of postmodernism, the following ingredients in postmodernist fiction could be stated as its formal and stylistic ingredients: Magic Realism, Irony, Parody, Hybridity, Heteroglossia, Dialogic interaction, Intertexuality, Carnivalesque elements, Pastiche and Mimicry.

5. MODERNISM VS POSTMODERNISM

Every person has his own beliefs and philosophy in life, and everyone has a mindset of his own. When he meets other individuals with the same views as his own, they can create a school of thought and share a common philosophy, belief, opinion, and discipline. Throughout mankind's history, several schools of thought existed with modernism and postmodernism being more relevant and influential to the people of today.

Modernism is a school of thought or a movement that took place in the late 19th century and early 20th centuries. It involved a reform movement in music, literature, and the applied arts. It was based on rational thinking, logic, and the scientific process. It aimed at creating a clear and rational view of the world; believing that through science and reason mankind can advance and grow. It advocated the belief that there is much to learn from the past that could be beneficial to the present.

Modernism supported the belief that there is a purpose for life and that it should be viewed objectively. Modernists had an optimistic view of the world and believed that there are values and ethics that need to be followed. They were not very concerned about politics and gave more thought to significant things. The era of modernism was a time of artistic and literary advancement. Great works of art and literature were abundant as well as of music, architecture, poetry, and science. Modernist works were admired for their simplicity and elegance.

Modernist writers experimented with forms, devices and styles. They made use of the psychoanalytic theories of Freud and Jung. Modernist movement involves a radical break with some of the traditional modes. Their works reflected a sense of loss, disillusionment and even despair; writers like T.S. Eliot and James Joyce saw a fragmented world, but hoped that fragmentation could be countered through their works.

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Modernism is a movement in literature that took place during late 19th and early 20th centuries, mainly in North America and Europe. Modernism marks a strong and deliberate break from the traditional styles of prose and poetry. The horrors of the First World War and the changing ideas about reality developed by prominent figures such as Charles Darwin, Sigmund Freud and Karl Marx, illustrating the need for the prevailing assumptions about the society to be reassessed.

Modernists experimented with new forms and styles. Irony, satire, stream-of-consciousness, interior monologue, use of multiple points-of-view, and comparison were popular literary techniques in the modernist literature. Championship of the individual and celebration of inner strength, alienation, loss, and despair were common themes of the movement. The idea of reality underwent a major change during this movement. The reality was seen as a constructed fiction since modernists believed that the reality is created in the act of perceiving it; basically, they believed that the world is what we say it is.

Postmodernism, on the other hand, is a school of thought or a movement that took place after the Second World War but it gained popularity in the 1960s. It was a chaotic era hard to comprehend and apprise. It advocated the belief that there is no universal truth. It used an unscientific approach to life and believed that all things are irrational. Postmodernists believed in chance and transience. They questioned the rationality of modernism, its principles and thinking. They believed that there is no connection between the past and the present and that past events are irrelevant in the present.

The postmodernist era was characterized by the advancement of technology and its use in music, art, and literature. Very few original works of artists can be found during this time, and previous works were copied. Postmodernist artists get their inspiration and basis from the original works of modernist artists. Postmodernism was a reaction against modernism, brought about by the disillusionment followed by the Second World War. Postmodernism is characterized by the deliberate use of earlier styles and conventions, a mixing of different artistic styles and media, and a general distrust of theories. It can be seen as a radical break from modernism when we look at some unique features of postmodernism. In general, Postmodernists try to subvert the foundations of our accepted modes of our thought and experience to reveal meaninglessness of existence, the underlying abyss or void or nothingness on which our sense of security is suspended. In this sense, postmodernism in literature and arts has parallels with poststructuralim in linguistic and literary theory.

Baudrillard's argument leads him to the conclusion: "within postmodernism, the distinction between what is real and what is simulated collapses: everything is a model or an image, all is surface without depth". He calls this "the culture of hyper reality" in which models determine yet undermine the real. In short, it could be said that religious metanarratives were dismissed by modernism. Man-made ones are dismissed by postmodernism. This is what some critics have referred to as "the postmodern turn." In this sense,

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postmodernism is a turn away from the certainty and optimism of modernism. As Jean Francios Lyotard wrote, "Simplifying to the extreme, I define postmodern as incredulity toward metanarratives."

6. A CRITIQUE OF POSTMODERNISM: ANSWERING THE POSTMODERN CHALLENGE

While criticizing postmodernism, it is important to understand that postmodernism's impact on Western culture is hotly debated, and various thinkers and writers have offered diverging opinions of it. Some see it as a passing fad; others see it as long-lasting paradigm shift. Some think of it as dangerously destructive; others embrace its destruction of the oppressive structures of modernity.

The most helpful contribution of postmodernism is: (1) it has successfully challenged the reigning paradigm of the modern period, which was based largely on naturalistic humanism. Modernism, in seeking to arrive at absolute knowledge through empirical investigation, separated matters of "faith" from matters of objective knowledge about the real world. Postmodernism confronts this dichotomy. (2) Postmodernism has cast a large shadow of scepticism on the modern belief in the power of human reason. As was seen during the modern period, human reason can be quite productive, especially in the arenas of science, medicine, and technology. However, postmodernism stated that human reason can also be manipulative and destructive. (3) Postmodernism has demonstrated that objectivity and certainty are not exclusive to the realm of science as was claimed during the modern period. It cannot be the final arbiter on all matters of knowledge. (4) Postmodernism rightly reminds us of the power of our culture, and especially the language of our culture, in creating our frames of reference. The modern period demonstrated that this power can be used to marginalize and oppress others at the personal and the systemic level. (5) Finally, postmodernism does not believe that the Bible presents God's interaction with the world. The Bible is, on the whole, a narrative through which God gives us the Truth about Himself, humanity, and the world. For the postmodernist, no story is to be considered true in this absolute sense over and above any other story.

7. POSTMODERNISM: LITERARY MOVEMENT OR SCHOOL OF CRITICISM?

A significant point to be noted with regard to Postmodernism is that it is a dominant thought in the field of literature and culture and not a school of criticism

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per se. In the field of theory and literary criticism, Postmodernism has affinity with many critical schools which come under the umbrella of poststructuralism. The postmodernist ideology shares many views with Derrida's deconstruction, Reader response criticism, Bakhtin's Dialogic criticism, New Historicism and Cultural Materialism and Postcolonialism. In fact all these schools share major ideological concerns of Postmodernism. And yet, we cannot look upon Postmodernism as a school of criticism. It is an ideology/thought/movement that shaped literature all over the world in the second half of the 20th century. Though some critics have said that postmodernist thinking has lost its impact after 1990s, the postmodernist methods continue to dominate literary artist in the 21st century. Though the notion of 'Post-postmodernism' has been mentioned in literary circles, it has not been clearly defined by scholars yet. In conclusion, we can say that there is no Postmodernist critical school, although most of the literary output continues to exhibit postmodernist tendencies even today.

8. SUMMARY

Postmodernism is a term which describes the postmodernist movement in the arts, its set of cultural tendencies and associated cultural movements. It is in general the era that follows Modernism. It frequently serves as an ambiguous overarching term for sceptical interpretations of culture, literature, art, philosophy, economics, architecture, fiction, and literary criticism. It is often associated with deconstruction and post-structuralism because its usage as a term gained significant popularity at the same time as twentieth-century post-structural thought.

Post-modernism suggests a reaction or response to modernism in the late twentieth century. So postmodernism can only be understood in relation to Modernism. At its core, it rejects that which Modernism champions. Unlike Modernism, which laments fragmented view of life and culture presented in literature, Postmodernism, in contrast, doesn't lament the idea of fragmentation, provisionality, or incoherence, but rather celebrates that. In literature, it welcomes the use fragmentation, paradox and questionable narrators in literature. Postmodernism also believes the view that there is no absolute truth and truth is relative. It asserts that truth is not mirrored in human understanding of it, but is rather constructed as the mind tries to understand its own personal reality. So, facts and falsehood are interchangeable. Postmodernism sees human experience as unstable, internally contradictory, ambiguous, inconclusive, indeterminate, unfinished, fragmented and discontinuous. Postmodernism shares many ideas with poststructuralist schools of criticism. However it is not a school of criticism as such.

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9. CHECK YOUR PROGRESS-1

1. Who is the author in whose writings the basics of postmodernism are noticed for the first time?
2. At the beginning of which major historic event in the 20th century did Modernism spring up?
3. What is meant by "the postmodern turn"?
4. How did Lyotard define the postmodern in the simplest way possible?
5. Who are the two thinkers mainly associated with Postmodernist view?

10. CHECK YOUR PROGRESS-2

Fill in the blanks in the following:

1. Creation of virtual reality in postmodernist fiction is also called ----- by Baudrilard.
2. Imitation of style or character of another fiction is called ----- in postmodern terms.
3. Hybridity and mimicry are the two postmodern cultural concepts primarily discussed by -----, a postcolonial critic.
4. The term 'intertextuality' was first used by -----.
5. Which novel is considered both modernist and postmodernist both in content and form?

11. GLOSSARY

- **Magic Realism:** Narrative technique that weaves fantasy and myth into everyday life. In the world of magical realism, the ordinary becomes extraordinary and the magical becomes commonplace. It paints a realistic view adding fantasy or magical elements.
- **Hybridity:** As used by Homi Bhabha, hybridity refers to the new transcultural forms produced by colonization. As in biology, it refers to a mixture of diverse elements in human characters.
- **Heteroglossia**: As used by the Russian critic Mikhail Bakhtin, it refers to a diversity of voices, styles of discourse, or points of view in a literary work, especially a novel.

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- **Intertexuality:** Coined by Julia Kristeva, Intertextuality denotes the way in which texts gain meaning through their referencing or evocation of other texts. When a writer borrows from other texts, new layers of meaning are added to the text.
- **Pastiche:** A pastiche is a work of art or a literary text that imitates the style or character of the work of one or more other artists. Unlike parody, pastiche celebrates, rather than mocks, the work it imitates.
- **Mimicry:** Mimicry appears when members of a colonized society imitate and take on the culture of the colonizers. Homi Bhabha sees mimicry as a double vision which in disclosing the ambivalence of colonial discourse also disrupts its authority.
- **Hyperreality:** A writer of fiction creates an artificial or virtual image of reality to depict real existence or reality.

12. EXERCISE

1. "Postmodernism is not just a reaction to Modernism; it is far more complex." Discuss.
2. Bring out the essential difference between Modernism and Postmodernism.
3. Would you consider Postmodernism as a school of criticism? Give reasons for your view.
4. Write a note on the significant features of Postmodernism.
5. State the adverse criticism against Postmodernism and comment on it.

13. ANSWERS TO CHECK YOUR PROGRESS-1

1. Jorge Luis Borges, a South American writer of fiction, exhibited the basics of postmodernism in his writing.
2. Modernism sprang up as a movement in 1914 when the First World War began.
3. "The postmodernism turn," as a phrase, refers to a turn away from the certainty and optimism of modernism.
4. Lyotard defined the postmodern as "incredulity toward metanarratives."
5. Jean François Lyotard and Jean Baudrillard are the two thinkers mainly associated with postmodernism.

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14. ANSWERS TO CHECK YOUR PROGRESS-2

1. Hyperreality
2. Pastiche
3. Homi Bhabha
4. Julia Kristeva
5. James Joyce's Finnegan's Wake.

15. FURTHER READING

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UNIT - 5
PSYCHOANALYTIC CRITICISM

Contents

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3. Sigmund Freud and the Unconscious mind
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8. Impact of Freud on Literature and Criticism
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11. Lacanian Psychoanalysis
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1. OBJECTIVES

After studying this unit, you will be able to understand

- The nature and significance of psychoanalytic criticism
- The psychoanalytic theory of its founder Sigmund Freud
- The nature and importance of the Unconscious

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- The three aspects of human personality: Id, Ego and Superego
- Freud's views on Analysis of dreams
- The concept of Oedipus complex
- Carl Jung's concept of the Collective Unconscious
- Jacques Lacan's contribution to Psychoanalysis

2. INTRODUCTION

Psychoanalytic criticism adopts the methods of "reading" employed by Freud and later theorists to interpret texts. It argues that literary texts, like dreams, express the secret unconscious desires and anxieties of the author, that a literary work is a manifestation of the author's own neuroses. One may psychoanalyze a particular character within a literary work, but it is usually assumed that all such characters are projections of the author's psyche.

One interesting facet of this approach is that it underlines the importance of literature. The author's own childhood traumas, family life, sexual conflicts, and fixations will be traceable within the behaviour of the characters in the literary work. But psychological material will be expressed indirectly, disguised, or encoded (as in dreams) through principles such as "symbolism" (the repressed object represented in disguise), "condensation" (several thoughts or persons represented in a single image) and "displacement" (anxiety located onto another image by means of association).

Despite the importance of the author here, psychoanalytic criticism is similar to New Criticism in not concerning itself with "what the author intended," but what the author never intended (that is, repressed). The unconscious material has been distorted by the censoring conscious mind.

The object of psychoanalytic literary criticism, at its very simplest, can be the psychoanalysis of the author or of a particularly interesting character in a given work. The criticism is similar to psychoanalysis itself, closely following the analytic interpretive process discussed in Freud's The Interpretation of Dreams and other works. Critics may view the fictional characters as psychological case studies, attempting to identify such Freudian concepts as the Oedipus complex, Freudian slips, Id, Ego and Superego and so on to demonstrate how they influence the thoughts and behaviours of fictional characters.

3. SIGMUND FREUD AND THE UNCONSCIOUS MIND

Freud developed a model of the mind, whereby he described the features of the mind's structure and function. Freud used the analogy of an iceberg to

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describe the three levels of the mind. On the surface is consciousness, which consists of those thoughts that are the focus of our attention now, and this is seen as the tip of the iceberg. The preconscious consists of all which can be retrieved from memory. The third and most significant region is the unconscious. Here lie the processes that are the real cause of most behaviour. Like an iceberg, the most important part of the mind is the part you cannot see. The unconscious mind acts as a repository, a 'cauldron' of primitive wishes and impulse kept at bay and mediated by the preconscious area. Freud found that some events and desires were often too frightening or painful for his patients to acknowledge, and believed such information was locked away in the unconscious mind. This can happen through the process of repression.

Sigmund Freud emphasized the importance of the unconscious mind, and a primary assumption of Freudian theory is that the unconscious mind governs behaviour to a greater degree than people suspect. Indeed, the goal of psychoanalysis is to make the unconscious conscious. Freud later developed a more structural model of the mind comprising the entities of the id, ego, and superego (what he called "the psychic apparatus"). These are not physical areas within the brain but rather hypothetical conceptualizations of important mental functions. The id, ego, and superego have most commonly been conceptualized as three essential parts of the human personality.

Freud assumed the id operated at an unconscious level according to the pleasure principle (gratification from satisfying basic instincts). The id comprises two kinds of biological instincts (or drives) which Freud called Eros and Thanatos. Eros, or life instinct, helps the individual to survive; it directs life-sustaining activities such as respiration, eating, and sex. The energy created by the life instincts is known as libido. In contrast, Thanatos or death instinct is viewed as a set of destructive forces present in all human beings. When this energy is directed outward onto others, it is expressed as aggression and violence. Freud believed that Eros is stronger than Thanatos, thus enabling people to survive rather than self-destruct.

4. THE NATURE OF THE UNCONSCIOUS

Sigmund Freud is the father of Psychoanalysis. He continued to modify his theory over the period of nearly half a century. He claims that every human being is a product of his childhood experiences in that his present behaviour is determined by his past experiences. No man is completely free from psychological problems; every man has some kind of psychological tension within him. The source of all our behaviours (physical or mental) is in the unconscious. By studying human psychology scientifically and systematically, Sigmund Freud divided the human mind into three layers: Id, Ego and Superego. All the unfulfilled desires are stored in Id, the unconscious part of human psychology. According to him, each of our adolescent and adult behaviour is shaped by our childhood experiences.

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The concept of the unconscious was central to Freud's view of the mind. He believed that the majority of what we experience day-to-day (the emotions, beliefs and impulses) takes place in the unconscious and is not viewable to us in the conscious mind. In particular, he used the concept of repression to demonstrate that although an individual may not remember something traumatic happening to them, this memory is locked away in the unconscious. Yet importantly, these memories remain active in the unconscious and can reappear in consciousness under certain circumstances and can cause problems for us even in the unconscious.

Our conscious mind, however, makes up a very small amount of our personality – as we are only aware of the small tip of the iceberg of what is actually going on in our minds. Freud also added a third level to our psyche known as the preconscious or subconscious mind. This part of the mind is the one that although we are not consciously aware of what's in it at all times, we can retrieve information and memories from it if prompted. This is one of the most important Freudian contributions and is still very much used in psychotherapy today.

5. THREE PARTS OF HUMAN PERSONALITY: ID, EGO AND SUPEREGO

Freud has categorized the human mind into three different segments. The id, ego, and superego are names for the three parts of the human personality which are part of Sigmund Freud's psychoanalytic personality theory. According to Freud, these three parts combine to create the complex behaviour of human beings.

The storehouse of the unconscious desires and wishes is ID. The unconscious feelings and desires that are in the ID are not accepted by the conscious mind, EGO and SUPEREGO. In this storehouse there are sexual and overambitious instincts. These instincts constantly strive for fulfilment. However, superego completely dominates these wishes and desires for their unconscious contents. Due to the conflict between conscious and unconscious, illness known as neurosis (a mental or personality disturbance) is provoked.

Id (Instinct), Ego (Reality) and Superego (Morality) are the three parts of human personality. The ego develops from the id during infancy. The ego's goal is to satisfy the demands of the id in a safe and socially acceptable way. In contrast to the id, the ego follows the reality principle as it operates in both the conscious and unconscious mind.

The superego develops during early childhood (when the child identifies with the same sex parent) and is responsible for ensuring moral standards. The superego operates on the morality principle and motivates us to behave in a socially responsible and acceptable manner.

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The basic dilemma of all human existence is that each element of the psychic apparatus makes demands upon us that are incompatible with the other two. As a consequence, inner conflict is inevitable. For example, the superego can make a person feel guilty if rules are not followed. When there is a conflict between the goals of the id and superego, the ego must act as a referee and mediate this conflict. The ego can deploy various defence mechanisms to prevent it from becoming overwhelmed by anxiety.

Nature and Function of Id, Ego and Superego

Freud maintains that our desires and our unconscious conflicts give rise to three areas of the mind that wrestle for dominance as we grow from infancy, to childhood, to adulthood:

- Id - the location of the drives or libido
- Ego - one of the major defences against power of the drives... and home of the defences
- Superego - the area of the unconscious that houses Judgment of self and others and which begins to form during childhood as a result of the Oedipus complex.

Id: Meeting Basic Needs

The id is the most basic part of personality and wants instant gratification for human wants and needs. If these needs or wants are not met, a person becomes tense or anxious.

Ego: Dealing with Reality

The ego deals with reality, trying to meet the desires of the id in a way that is socially acceptable in the world. This may mean delaying gratification and helping to get rid of the tension the id feels if a desire is not met. The ego recognizes that other people have needs and wants too and that being selfish is not always good for us in the long run.

Superego: Adding Morals

The superego develops last and is based on morals and judgments about right and wrong. Even though the superego and the ego may reach the same decision about something, the superego's reason for that decision is more based on moral values, while the ego's decision is based more on what others will think or what the consequences of an action could be.

The id, ego and superego work together in creating human behaviour. The id creates the demands; the ego assesses the needs of reality while the superego adds morality to the action which is being taken.

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The id

The id, the most primitive of the three structures, is concerned with instant gratification of basic physical needs and urges. It operates entirely unconsciously (outside of conscious thought). Take an example. If your id walked past a stranger eating ice cream, it would most likely take the ice cream for itself. It doesn't know, or care that it is rude to take something belonging to someone else; it would care only that you wanted the ice cream. The Id consists of all the inherited (i.e. biological) components of personality, including the sex instinct – Eros (which contains the libido), and the aggressive (death) instinct. The id is the impulsive (and unconscious) part of our psyche which responds directly and immediately to the instincts. The personality of a new-born child is all id and only later does it develop an ego and super-ego. The id demands immediate satisfaction and when this happens we experience pleasure, when it is denied we feel displeasure or pain. The id is not affected by reality, logic or the everyday world. On the contrary, it operates on the pleasure principle which is the idea that every wishful impulse should be satisfied immediately, regardless of the consequences.

The Ego

Initially the ego develops in order to mediate between the unrealistic id and the external real world. It is the decision making component of personality. Ideally the ego works by reason whereas the id is chaotic and totally unreasonable. The ego operates according to the reality principle, working out realistic ways of satisfying the id's demands, often compromising or postponing satisfaction to avoid negative consequences in society. The ego considers social realities and norms, etiquette and rules in deciding how to behave.

Like the id, the ego seeks pleasure and avoids pain but unlike the id the ego is concerned with devising a realistic strategy to obtain pleasure. Freud made the analogy of the id being a horse while the ego is the rider. The ego is like a man on horseback, who has to hold in check the superior strength of the horse. Originally, Freud used the word ego to mean a sense of self (people wrongly use the word still in this sense) but later revised it to mean a set of psychic functions such as judgment, tolerance, reality testing, control, planning and defence, synthesis of information, intellectual functioning, and memory.

The Superego

The superego functions at a conscious level. It serves as a type of screening centre for what is going on. It is at this level that society and parental guidance is weighed against personal pleasure and gain as directed by one's id. Obviously, this puts in motion situations ripe for conflict. The superego incorporates the values and morals of society which are learned from one's parents and others. It develops during the age of 3 and 5, the phallic stage of psycho-sexual development. The superego's function is to control the id's impulses, especially those which society forbids, such as sex and aggression. It also has the function of persuading the ego to turn to moralistic goals rather than simply realistic ones and to strive for perfection.

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The superego consists of two systems: the conscience and the ideal self. The conscience can punish the ego through causing feelings of guilt. For example, if the ego gives in to the id's demands, the superego may make the person feel bad through guilt. The ideal self (or ego-ideal) is an imaginary picture of how you ought to be, and represents career aspirations, how to treat other people, and how to behave as a member of society. Behaviour which falls short of the ideal self may be punished by the superego through guilt. The super-ego can also reward us through the ideal self when we behave 'properly' by making us feel proud. If a person's ideal self is of too high a standard, then whatever the person does will represent failure. The ideal self and conscience are largely determined in childhood from parental values and how you are brought up.

The superego is concerned with social rules and morals—similar to what any people call their "conscience" or their "moral compass." It develops as a child learns what their culture considers right and wrong. If your superego walked past the same stranger, it would not take their ice cream because it would know that that would be rude. However, if both your id and your superego were involved, and your id was strong enough to override your superego's concern, it would take the ice cream.

5. FREUD ON ANALYSIS OF DREAMS

According to Freud the analysis of dreams is "the royal road to the unconscious." He argues that the conscious mind is like a censor, but it is less vigilant when we are asleep. As a result, repressed ideas come to the surface, though what we remember may well have been altered during the dream process. Therefore, we need to distinguish between the manifest content and the latent content of a dream. The manifest content is what we actually remember. The latent one is what it really means. Freud believes that very often the real meaning of a dream had a sexual significance and in his theory of sexual symbolism he speculates on the underlying meaning of common dream themes.

Freud claims that we have two kinds of psychological experiences: conscious and unconscious experiences. Our conscious experiences are those which we are aware of; our unconscious, those we are not aware of. It is the unconscious experiences that are the focus of psychoanalysis. According to Freud dreams are born out of the material available in the unconscious. Most of the time this material is chaotic; it is unpredictable or lacks a visible order or organization. It is so because it is not fit or suitable for the conscious mind. As we cannot produce this material in public, we tend to exhibit it to ourselves only in our world of dreams.

Dreams do have underlying meaning. By means of dream image different feelings are manifested. The underlying or the hidden meaning of our dreams is altered through process of displacement and condensation. The unfulfilled desires

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wake up, or become active, and try to push upward in the form of dreams. So the images and events that we see in our dreams are like symbols because they represent the contents that have been repressed in our unconscious.

Dreams do have implied implications. In the same way dream symbols occur so as to get wish fulfilment. For all these reasons dreams prevent us from becoming sick or neurotic patients. All kind of dreams, whether they are happy, joyful, or most frightening and disturbing, they are the process of giving safe and harmless outlets for our wounds, fears, guilty, desires and unsolved conflicts that are repressed in our deep unconscious.

7. FREUD AND OEDIPUS COMPLEX

Freud believes that the Oedipus complex (the term suggested originally by the Greek myth of King Oedipus) or mother fixation is one of the most powerfully determinative elements in the growth of the child. Essentially, the Oedipus complex involves children's need for their parents and the conflict that arises as children mature and realizes they are not the absolute focus of their mother's attention. The Oedipus complex begins in a late phase of infantile sexuality, between the child's third and sixth year, and it takes a different form in males than it does in females.

Freud argues that both boys and girls wish to possess their mothers, but as they grow older they begin to sense that their claim to exclusive attention is thwarted by the mother's attention to the father. Children, Freud maintains, connect this conflict of attention to the intimate relations between mother and father, relations from which the children are excluded. Freud believes that the result is a murderous rage against the father and a desire to possess the mother.

Freud points out, however, that the Oedipus complex differs in boys and girls. In short, the boy learns to identify with the father in the hope of someday possessing a woman like his mother. In girls, the result is a frustrated rage in which the girl shifts her sexual desire to the father. Freud believes that eventually, the girl's spurned advances toward the father give way to a desire to possess a man like her father later in life. Freud believes that the impact of the unconscious and the Oedipus complex is inescapable and that these elements of the mind influence all our behaviour and even our dreams as adults.

8. IMPACT OF FREUD ON LITERATURE AND CRITICISM

At this stage, a question arises: what has all of this psychological business to do with literature and the study of literature? Put simply, some critics believe that we can read literature psychoanalytically to see which concepts are operating

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in the text so as to enrich our understanding of the work and, if we plan to write about it, to yield a meaningful, coherent psychoanalytic interpretation. Some insightful and applicable questions to help guide our understanding of psychoanalytic criticism are as follows:

Typical questions

- How do the operations of repression structure or inform the work?
- Are there any Oedipal dynamics - or any other family dynamics - at work here?
- How can characters' behaviour, narrative events, and/or images be explained in terms of psychoanalytic concepts of any kind (for example, fear or fascination with death, sexuality - which includes love and romance as well as sexual behaviour - as a primary indicator of psychological identity or the operations of ego-id-superego)?
- What does the work suggest about the psychological being of its author?
- What might a given interpretation of a literary work suggest about the psychological motives of the reader?
- Are there prominent words in the piece that could have different or hidden meanings? Could there be a subconscious reason for the author using these "problem words"?

Classical Psychoanalysis and Literature

Psychoanalytic criticism relates the psychology of the author with literary text. The role of the writer, readers and society as well play significant role in literary text. It basically deals with motives, especially hidden or disguised motives. As such it helps clarify literature on two levels, the level of writing itself, and the level of character action within the text.

Psychoanalytic criticism developed by Sigmund Freud is known as classical psychoanalysis. By analysing the behaviour of literary characters in the text, critics present their concept. Characters in literary text represent the psychological experience of human beings in general. Either the author or the character activities are to be analysed. Oedipal dynamics, fear of intimacy, fear of abandonment, fear of betrayal, low self-esteem and unstable sense of self must be analysed in in literary text.

9. DEVELOPMENT OF POST-CLASSICAL PSYCHOANALYTIC CRITICISM

Psychoanalytic criticism today is not dominated only by Sigmund Freud. It is also influenced by later critics like Carl G. Jung, Jacques Lacan and others. This literary theory sees a literary work as an expression of the unconscious of

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the individual psyche of its author or of the collective behaviour/unconscious of a society or of the whole human race. It is a means to understand the literary text properly and psychoanalytically. It is a kind of psychoanalytical reading as well. We can develop our understanding of literary texts through psychoanalytical theory. Psychoanalytic criticism is one of the most important reading techniques to understand the psychological and mostly ambiguous aspects in a literary text.

This school is concerned with dynamics not only of the psyche but with the dynamics of inter-personal relations. Freud provided convincing evidence that most of our actions are motivated by psychological forces over which we have very little/limited control.

Psychoanalysts have extended the field of psychoanalytic criticism to encompass (cover/embrace) analysis of the motives of authors, or readers and fictional characters. A text according to them contains childhood memories, relationship to parents and fear of intimacy because of psychological tension. Freud presents the idea that a text contains oedipal dynamics (relating to the Oedipus complex) over which we have limited control. C.G. Jung presents his theory of collective unconscious. Lacan analysed psychoanalytic theory in the light of post-structuralism. He asserts that there is not one-to-one relation between signifier (word form) and signified (meaning/sense).

Thus for the psychoanalytic criticism unconscious wishes and desires that are manifested in the literary text deserve importance. These wishes are shown through condensation and displacement. That's why language itself can be studied as a means of presenting unconscious wishes and desires.

10. CARL JUNG AND THE THEORY OF 'COLLECTIVE UNCONSCIOUS'

Though initially Jung followed the Freudian theory of unconscious as the psychic strata formed by repressed wishes, he later developed his own theory to include some new concepts like the collective unconscious and the archetype.

Collective unconscious is a term introduced to represent a form of the unconscious—that part of the mind containing memories and impulses of which the individual is not aware of—common to mankind as a whole; it originates in the inherited structure of the brain. It is distinct from the personal unconscious which arises from the experience of the individual. According to Jung, the collective unconscious contains archetypes or what he calls universal primordial images and ideas.

Jung's theory on the collective unconscious is made up of a collection of knowledge and imagery that every person is born with and is shared by all human beings due to ancestral experience. Although individuals do not know what

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thoughts and images are in their collective unconscious, it is thought that in moments of crisis the psyche can tap into the collective unconscious.

For him, archetypes constitute the structure of the collective unconscious; they are psychic innate dispositions to experience and represent basic human behaviour and specific situations. Thus mother-child relationship is governed by the mother archetype; father-child by the father archetype. Birth, death, power and failure are controlled by archetypes. The religious and mystique experiences are also governed by archetypes.

Jungian criticism attempts to explore the connection between literature and what Carl Jung, who was a student of Freud, called the "collective unconscious" of the human race in which racial memory manifests itself through the spirit of the whole human species. Jungian criticism, which is closely related to Freudian theory because of its connection to psychoanalysis, assumes that all stories and symbols are based on mythic models from mankind's past.

The Collective Unconscious, which Jung deemed as a 'universal' version of Freud's personal unconscious, holds mental patterns or memory traces that are common to all of us. These ancestral memories, in the form of archetypes, are represented by universal themes expressed through various cultures, their literature and art as well as peoples' dreams.

11. LACANIAN PSYCHOANALYSIS

Jacques Lacan (1901-1981) was a French Psychoanalyst who first read and analysed Freud's psychoanalysis through the lens of structuralism. In fact, Lacan analysed Freudian psychoanalysis in the light of both structuralism and post structuralism. He argues that the unconscious is a product of language and is structured like language. Just as language has the visible form of parole and the invisible level of langue, mind has two levels--the conscious level and the deeper unconscious level. According to him the development of human psychology is presented in the light of mirror stage, imaginary order and symbolic stage in the growth of a child. Lacan says that language is the result of the unconscious. For him, unconscious is the discourse of the other in the sense that human passion is structured by the desire of others and that we express deep feelings through the 'relay' of others. He thus saw desire as a social phenomenon and psychoanalysis as a theory of how the human subject is created through social interaction. Desire appears through a combination of language, culture and the spaces between people.

Lacan refashioned Freudian view and suggested that the unconscious was structured like a language, thereby giving a key role to semiotics and dissolving the usual boundaries between the rational and irrational. For Lacan, the unconscious was not Freud's great contribution to European thought, but his discovery that the unconscious had a structure. That structure, continued Lacan, is a discourse that operates across the unconscious-conscious divide.

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Lacan's unconscious is structured like a language, which gives language a key role in constructing our picture of the world, but also allows the unconscious to enter into that understanding and dissolve essential distinctions between fantasy and reality.

Lacan also had a trinity of his own---three stages in the child's growth: the Real, the Imaginary and the Symbolic. The Real is the unnameable because it is outside of language. The Imaginary is the undifferentiated early state of the child, a fusion of subject and parent, which remains latent in adult life, manifesting when we falsely identify with others. The Symbolic is the demarcated world of the adult with its enforced distinctions and repressions. The unconscious is not simply reflected in the language we use but is equally controlled by it. Discourse, including social, public language, shapes and enters into the structure of the unconscious, and is inextricably mixed with the unsatisfied sexual desire that emerges disguised in dreams, jokes and feelings.

12. SUMMARY

Psychoanalytic criticism adopts the methods of "reading" employed by Freud and later theorists to interpret texts. It argues that literary texts, like dreams, express the secret unconscious desires and anxieties of the author, that a literary work is a manifestation of the author's own neuroses. One may psychoanalyze a particular character within a literary work, but it is usually assumed that all such characters are projections of the author's psyche. Psychoanalysis is defined as a set of psychological theories that have their origin in the work and theories of Sigmund Freud. The core idea at the centre of psychoanalysis is the belief that all people possess unconscious thoughts, feelings, desires, and memories. Freud's division of mind into conscious, subconscious and unconscious levels and his discussion of the three aspects of human personality as id, ego and superego provided the basics of psychoanalysis. When literary critics analyse the actions of literary characters using the three personality structures that Freud identified, exploring the ego, superego, and id of characters in a work, they focus on the ways that these parts of the characters' personalities influence the work as a whole. This process is called psychoanalytic criticism. Later on Carl Jung extended Freud's notion of the individual unconscious into his concept of the collective unconscious. Lacan discussed Freud's insights in the context of structuralism and post-structuralism claiming that the unconscious is structured like language. Applications of psychoanalytic criticism have given us new insights into great literary works like Hamlet and led writers of fiction like James Joyce and Virginia Woolf use the stream of consciousness technique.

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13. CHECK YOUR PROGRESS-1

Fill in the blanks in the following:

1. To put forward his psychoanalytic theory, Lacan linked up Freud's concepts with the critical insights of schools like ----- and -----.
2. According to Freud, the tripartite division of human personality includes -----, ----- and -----.
3. In a word, the Id stands for human -----.
4. Oedipus complex is also described as -----.
5. Carl Jung presented the concept of -----.
6. Painful or and fearful experiences are pushed into the unconscious through the process of -----.
7. The Id normally acts on the ----- principle.

14. CHECK YOUR PROGRESS-2

Answer the following in a sentence or two:

1. Who is the founder of modern psychoanalysis?
2. State the names of at least two critics who belong to post-classical psychoanalytic criticism.
3. Where do dreams originate according to Freud.
4. State the name of a literary masterpiece that contains Oedipus complex
5. What is the famous analogy that Freud uses to describe the relation between the id and the ego.
6. Which is the main psychic source of a literary text, according to psychoanalytic criticism?
7. What are the two types of content of dreams?

15. GLOSSARY

Id: It is the ancient and most basic part of our personality containing our drives or libido (sexual desire) and seeks instant gratification of our wants and needs. It is human instinct.

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Ego: It is one of our major defences against desires and demands of id; it deals with reality to help fulfil instinctual demands.

Superego: Based on moral values, it is located in the unconscious. It enforces morality principles on id's demands. It is like a person's 'conscience' or 'moral compass.'

Oedipus complex: The term was suggested by the myth of King Oedipus who killed his father and married his mother. The complex refers to the mother fixation in a male child who tries to take his father's position in her life. Freud considers this a normal mental condition for boys.

Collective Unconscious: The term was coined by Carl Jung to refer to the individual's sharing of a collective unconscious of his community. It consists of ancient beliefs, practises of the community handed down to a person as a legacy unconsciously.

16. ANSWERS TO CHECK YOUR PROGRESS-1

1. Structuralism; Poststructuralism
2. Id, Ego and Superego
3. instinct
4. Mother fixation
5. Collective unconscious
6. Repression
7. pleasure

17. ANSWERS TO CHECK YOUR PROGRESS-2

1. Sigmund Freud is the founder of modern psychoanalysis.
2. Carl Jung and Jacques Lacan are the two critics who belong to post-classical psychoanalytic criticism.
3. Dreams originate in the unconscious according to Freud.
4. Shakespeare's Prince Hamlet suffers from Oedipus complex according to critics.
5. According to Freud, the ego is like a man on horseback, who has to hold in check the superior strength of the horse.
6. According to psychoanalytic criticism, the author is the psychic source of a literary text.
7. Manifest content and latent content are the two types of dreams.

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18. EXERCISE

1. What is psychoanalytical criticism? How does it help in understanding literature?
2. State and explain the main psychological concepts put forward by Sigmund Freud in his theory.
3. Bring out the complex relationship amongst the three parts of human personality: the id, the ego and the superego.
4. Explain how the contribution of Carl Jung extended the scope of psychoanalytical criticism.
5. Write short notes on the following; (a) Oedipud complex (b) Classical psychoanalytical criticism (c) Freud on Interpretation of Dreams.
6. Explain Lacan's view of psychoanalysis bringing out its difference from that of Freud.

19. FURTHER READING

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UNIT - 6
FEMINIST CRITICISM

Contents

1. Objectives
2. Introduction
3. What is Feminist criticism?
4. Historical Background of Feminist criticism
5. Basic Tenets/ Perspectives of Feminist Criticism
6. Basic types of Feminism: Liberal and Radical
7. Recent Development in Feminist criticism
8. The concept of Gynocriticism
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1. OBJECTIVES

After studying this unit, you will be able to understand

1. Nature and significance of Feminism and Feminist criticism
2. Basic tenets of Feminist criticism
3. Common features in different versions of feminist criticism
4. Development and stages in Feminist criticism
5. Two basic types of Feminism
6. Recent trends in Feminist criticism
7. The concept of Showalter's Gynocriticism

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2. INTRODUCTION

Feminist literary criticism looks at literature assuming that its production is from a male-dominated perspective. It re-examines well-established literary works to show how gender stereotypes are involved in their functioning. It examinesand often rediscovers works by women for a possible alternative voice. As a consequence for Feminist critics a study of the social suppression and that of reasons for setting aside of women's literature becomes imperative. They raise the following questions with regard to the content of the text: What is sexual difference and how has it been represented? How has the representation of woman relied on a presupposition of inequality between the sexes? Is there a feminine essence, biological or otherwise, that produces 'women's writing'? Feminists, who believe that a 'woman' is not born but is culturally or socially constructed, look for evidence of that process in literature. The outcome is that the socio-cultural and politico-economic construction of sexual difference is 'gender.' Born out of and encouraged by Marxist social outlook, Feminist criticism sometimes relates to psychoanalytic and other critical schools to criticize masculine influence in all walks of life. Feminists literary criticism is one of the most recent and overpowering schools of criticism to open up new vistas in the field of literary studies all over the world.

3. WHAT IS FEMINIST CRITICISM?

Feminist literary criticism, arising in conjunction with socio-political feminism, critiques patriarchal language and literature by exposing how these reflect masculine ideology. It examines gender politics in works and traces the subtle construction of masculinity and femininity, and their relative status, positioning, and marginalization within works.

Beyond making us aware of the marginalizing uses of traditional language (the oft-repeated use of the pronoun "he" or occupational words such as "mailman"), feminists focusing on language have noticed a stylistic difference in women's writing: women tend to use reflexive constructions more than men (e.g., "She found herself crying"). They have noticed that women and men tend to communicate differently: men directed towards solutions, women towards connecting.

Feminist criticism concerns itself with stereotypical representations of genders. It also traces the history of relatively unknown or undervalued women writers, potentially earning them their rightful place within the literary canon, and helps create a climate in which women's creativity may be fully realized and appreciated.

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One will frequently hear the term "patriarchy" used among feminist critics, referring to traditional male-dominated society. "Marginalization" refers to being forced to the outskirts of what is considered socially and politically significant; the female voice was traditionally marginalized, or discounted altogether.Feminist criticism is concerned with the ways in which literature (and other cultural productions) reinforce or undermine the economic, political, social, and psychological oppression of women. This theory looks at how aspects of our culture are inherently patriarchal (male dominated) and aims to expose misogyny (hatred or looking down upon) in writing about women, which can take explicit and implicit forms. This misogyny can extend into diverse areas of our culture.

Feminist criticism is also concerned with less obvious forms of marginalization such as the exclusion of women writers from the traditional literary canon, unless the critical or historical point of view is feminist, there is a tendency to underrepresent the contribution of women writers.

Common Space in Feminist Theories

It is said that there is no feminism, but there are feminisms. Though a number of different approaches exist in feminist criticism, there exist some areas of common interest.

1. Women are oppressed by patriarchy economically, politically, socially, and psychologically; patriarchal ideology is the primary means by which women are oppressed.
2. In every domain where patriarchy reigns, woman is 'other': she is marginalized, defined only by her difference from male norms and values.
3. All of Western civilization is deeply rooted in patriarchal ideology, for example, in the Bible Eve is portrayed as the origin of sin and death in the world.
4. While biology determines our sex (male or female), culture determines our gender (scales of masculine and feminine).
5. All feminist activity, including feminist theory and literary criticism, has as its ultimate goal to change the world by prompting gender equality.
6. Gender issues play a part in every aspect of human production and experience, including the production and experience of literature, whether we are consciously aware of these issues or not.

Typical questions raised in reading a text by Feminist critics:

- How is the relationship between men and women portrayed?
- What are the power relationships between men and women (or characters assuming male/female roles)?
- How are male and female roles defined?

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- What constitutes masculinity and femininity?
- How do characters embody these traits?
- Do characters take on traits from opposite genders? How does this change others' reactions to them?
- What does the work reveal about the operations (economically, politically, socially, or psychologically) of patriarchy?
- What does the work say about women's creativity?
- What does the history of the work's reception by the public and by the critics tell us about the operation of patriarchy?
- What role does the work play in terms of women's literary history and literary tradition?

4. HISTORICAL BACKGROUND OF FEMINIST CRITICISM

Feminist criticism has, in many ways, followed what some theorists call the three waves of feminism. Elaine Showalter has discussed them as follows.

The Feminine Phase (1840–1880): Showalter sees the first phase taking place from roughly 1840 to 1880; she calls this "the Feminine phase" and declares that it is characterized by "women writing in an effort to equal the intellectual achievements of the male culture." The distinguishing sign of this period is the male pseudonym, which exerts an irregular pressure on the narrative, affecting tone, diction, structure, and characterization.

The Feminist Phase (1880–1920): The second, Feminist phase, follows from 1880 to 1920, wherein "women are historically enabled to reject the accommodating postures of femininity and to use literature to dramatize the ordeals of wronged womanhood." This phase is characterized by "Amazon Utopias," visions of perfect, female-led societies of the future. This phase was characterized by women's writing that protested against male standards and values, and advocated women's rights and values including a demand for autonomy.

The Female phase (1920—) is one of self-discovery. Showalter says, "women reject both imitation and protest—two forms of dependency—and turn instead to female experience as the source of an autonomous art, extending the feminist analysis of culture to the forms and techniques of literature". Significantly, Showalter does not offer a characteristic sign or figure for the Female phase, suggesting a welcome diversity of experience that is too broad to be encompassed in a single image.

Some of the major landmarks in the history of feminist criticism can be discussed here. Although people throughout the twentieth century have read from

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feminist perspectives—such as Virginia Woolf in A Room of One's Own (1928) and Simone de Beauvoir in The Second Sex, 1953)—feminist literary criticism in the United States, having its roots in the second wave of the women's movement, did not develop until the late 1960's. As women discovered that they were alienated from sources of political and economic power, those among them who were students of literature turned to their discipline and found in literary history another story of woman's marginalization. Sandra Gilbert has explained that when she and Susan Gubar, the authors of The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination (1979), began reading from a feminist perspective, they discovered that literary history was filled with assumptions about the sexes, a "sexual poetics" that judged women's writing inferior to men's. Feminist criticism, according to them, is concerned with the ways in which literature (and other cultural productions) reinforce or undermine the economic, political, social, and psychological oppression of women. This theory looks at how aspects of our culture are inherently patriarchal i.e. male dominated and strives to expose the explicit and implicit hatred of women in male writing about women. This hatred can extend into diverse areas of our culture. Feminist criticism is also concerned with less obvious forms of marginalization such as the exclusion of women writers from the traditional literary canon.It may be noted thatFeminism has often focused upon what is absent rather than what is present.

5. BASIC TENETS/ PERSPECTIVES OF FEMINIST CRITICISM

With roots in the 1800s, and coming into its own in the 1970s-90s, Feminist Criticism, along with several other important types of criticism and theory, specifically takes issue with New Critical assumptions. Feminist critics hold that, rather than view the literary work as something which contains the world or is a world unto itself, we should view the work as contained by the world. In other words, many felt the New Critics had gone too far in separating literature from its contexts, its physical circumstances, the real-world material conditions under which it is made, read, and studied.

Feminist critics, therefore, have re-valued the political, social, geographical, and historical contexts within which literature exits. Boundaries between the text and the world, the text and the critic, the text and the reader are considered fluid, volatile and shifting. Who the critic, reader, and writer are and where they are located in the world influences how a work is read and what it means. The critic is interested in what a text does to the reader, and what the reader projects into the text. The work is read for its extra-literary values, or for values that are not exclusively literary. This means that the critic's focus begins to include or even to centre on the gender, race, nationality, and social class of the writer, the critic, the reader, or characters within a work. The way a work is shaped by its cultural

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contexts and the way in which cultural contexts shape the work are key subjects of study.

In this context, while reading a literary text, Feminist critics raise the following additional questions and issues: (For comparison, refer to questions in Section 3 above)

1. Does a given literary work promote or undermine women's issues and social justice? Much Feminist criticism is intent upon examining texts with the purpose of improving real lives—they don't believe in 'knowledge for knowledge's sake.' Many Feminist critics might not ask what a work means, but what it does to make the world a better place for people to live.
2. What issues exist in a given literary work of specific importance to women and women's perspectives, values, categories and experiences?
3. The Feminist critic does not assume herself to be objective and ideology-free or neutral. The life, social location, biases of the critic are openly admitted and even considered a part of the critical work being done. Traditional criticism and research assumes objectivity and a-political stance while in fact being profoundly shaped by male ideology and tradition. It is not gender-neutral. Feminist work makes explicit its political viewpoint.
4. How are female perspectives and experiences represented in literary works by writers of either gender? How is the "feminine" component of traditional binary systems regarded in any given work?
5. How does a given literary work critique and comment the dominant culture and its institutions?
6. What nonlinear, interdisciplinary tools and approaches can be applied to a literary work? And how might we mix the traditionally feminine world of the personal and the domestic with the traditionally masculine world of public research and study? A Feminist university instructor might take an unorthodox, "un-masculine" approach to teaching literature by developing assignments which blur the personal and the academic, the creative and the scholarly, the intuitive and the intellectual. She may openly promote feminist values as well.
7. How has a given work been read or misread by male critics? Where have particular works by women been placed in the cannon and why? The feminist critic may bring to light aspects of a text formerly unacknowledged or misunderstood as a result of the male-dominated critical tradition. In other words, the critic may "re-vision" the work.
8. How does the gender of the reader or writer affect whata work means? How is writing itself gendered? Feminist readings examine the social and biological bases of gender, the very mechanisms within which gender operates.

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9. What are unacknowledged gender biases in any literary work? What do 'men-centric' texts do to women, and how do they structure our experience?

10. What does it mean, in a given story or poem, to be a man or woman? How is gender in a work constructed? Are gender roles in the work equal? Are they traditional or non-traditional? How do characters in the work match or not match common gender stereotypes?

6. BASIC TYPES OF FEMINISM: LIBERAL AND RADICAL

Liberal Feminism

In liberal feminist discourse, gender inequality accounts for the irrational prejudice and stereotypes about the supposedly natural role of women as wives and mothers.

Liberal feminists strive for equality with men in the male-dominated public work sphere, demanding equal access to jobs and institutional power of whatever kind, equal pay for equal work, and changes in family routines to accommodate their demanding careers.

Liberal feminist criticism focuses on the prevalent way of imaging women in media. However, this type of criticism has also tended to promote a supposedly standard image of the type of woman everyone should aspire to become: autonomous, assertive and financially independent. This emphasis has led to a new stereotype, that of the modern, liberated woman who has it all and does it all.

The major criticism against liberal feminism is that it assumes that change can happen within the existing male-dominated social structure. This position fails to acknowledge that this stand demands that women must completely surrender to patriarchy's values, norms and ways of being. In other words, to be equal, women must be like men.

Radical feminism

The second type of feminism, radical feminism, celebrates women's difference from men.In radical feminist discourse, patriarchy, a social system in which all men are assumed to have the naturally evil inclination to dominate and oppress all women, explains women's position in society. Radical feminists are the authors of the battlecry, "The personal is political." Many now tend to view radical feminism as extreme, but we should not forget that their strategies led to the exposure of issues previously considered as personal, and therefore private. Radical feminism includes issues of all forms of violence against women such as wife battering, rape, and incest, as well as pornography, sex tourism, and trafficking in women.

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The radical feminist solution to the gender problem is to establish communities of women separate and autonomous from men. For them, the media are in the hands of the male owners and producers and they operate for the benefit of a patriarchal society. The main focus is against pornography.

Radical feminism assumed that all women are good and are able to work without competition and hierarchy; it has proved to be an illusion. There has been internal conflict among radical feminists, and power differences, differences of opinion and interests appear to exist among women as much as among men.

Radical feminist media criticism does not appear to have gained much ground.The solution for women's position cannot be found by isolating women from the larger culture, but through the creation of new and legitimate spaces for the feminine voice.

7. RECENT DEVELOPMENT IN FEMINIST CRITICISM

Feminist literary criticism is informed by feminist theory, or more broadly by the politics of feminism. Its history has been widespread and varied, from classic works of nineteenth-century women authors such as George Eliot and Margaret Fuller, to significant theoretical work in women's studies and gender studies by "third-wave" authors. In the most general and simple terms, feminist literary criticism before the 1970s - in the first and second waves of feminism - was concerned with the politics of women's authorship and the representation of women's condition within literature, including the depiction of fictional female characters. In addition, feminist criticism was further concerned with the exclusion of women from the western literary canon - an exclusion that most feminist critics suggest is due to the views of women authors not being considered universal.

Since the development of more complex conceptions of gender and subjectivity and third-wave feminism, modern feminist literary criticism has taken a variety of new theoretical routes. It has considered gender in the terms of Freudian and Lacanian psychoanalysis, as part of the deconstruction of existing relations of power, and as a concrete political investment. The more traditionally central feminist concern with the representation and politics of women's lives has continued to play an active role in criticism. More specifically, modern feminist criticism deals with those issues related to the patriarchal programming within key aspects of society including education, politics, and the work force. The impact of psychoanalytic critic Jacques Lacanon French feminist criticism in general and Julia Kristeva in particular is quite significant.

On the deconstructionst level, the aim of feminist criticism is to dismantle and subvert the logocentric assumptions of male discourse, its metaphysics of presence. Logocentrism is thus phallocentric (hence the term phallogocentrism); it privileges paternal over maternal power, the intelligible over the sensible.The

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primary male structures of power are so strongly imprinted in the general consciousness of the reading public that they become internal to the writing process itself. Feminist critics have to be constantly alert to what reality is being constructed and how representations are achieving this construction. A feminist reading should aim to contest this process because they are in fact inherently phallocentric. Male domination in texts advances patriarchal power. Contesting phallocentric patterns of thought, feminist criticism challenges them. Dismantling logocentrism leads to the deconstruction of patriarchal systems of thought because it establishes the 'presence' or point of authority of the male author. This type of writing leads to controlling all our literary thinking. However, only feminist criticismcan powerfully challenge it.

If we refer to feminist criticism in different places, we notice that the French feminists construe "woman' as a radical force that subverts the concepts, assumptions and structures of traditional male discourse—the realism, rationality, mastery and explanation that underlines it. By contrast, the American and British feminists mainly engage in empirical and thematic studies of writings by and about women.There have been different emphases in feminist criticism the world over. English feminist criticism, essentially Marxist, stresses opposition; French feminist criticism, essentially psychoanalytic stresses repression; American feminist criticism, essentially textual, stresses expression.

Recently, Lisa Tuttle has defined feminist theory as asking "new questions of old texts." Consequently she cites the following as the primary goals of feminist criticism: to uncover a female tradition of writing; to interpret symbolism of women's writing so that it will not be lost or ignored by the male point of view; to analyse women writers and their writings from a female perspective; to examine sexism in literature and to increase awareness of the sexual politics of language and style. Only through such analysis, she argues, can a proper view of feminist criticism be framed moving forward.

8. THE CONCEPT OF GYNOCRITICISM

Feminist criticism cannot be discussed without the mention of 'Gynocriticism.' Elaine Showalter pioneered gynocriticism with her book A Literature of Their Own (1977). She coined the term gynocritics in her essay "Towards a Feminist Poetics." Unlike feminist literary criticism, which might analyse works by male authors from a feminist perspective, gynocriticism wanted to establish a literary tradition of women without incorporating male authors. Elaine Showalter felt that feminist criticism still worked within male assumptions, while gynocriticism would begin a new phase of women's self-discovery. Gynocriticism involves three major aspects. The first is the examination of female writers and their place in literary history by female critics. The second is the consideration of the treatment of female characters in books

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by both male and female writers. The third and most important aspect of gynocriticism is the discovery and exploration of a canon of literature written by women; gynocriticism seeks to appropriate a female literary tradition. According to Showalter, "Gynocriticism is concerned with woman as the producer of textual meaning, with the history, themes, genres and structures of literature by women. Its subjects include the psychodynamics of female creativity; linguistics and the problem of a female language; the trajectory of the individual or collective female literary career; literary history and of course, studies of particular writers and works."

Gynocriticism, or gynocritics, refers to the literary study of women as writers. It is a critical practice exploring and recording female creativity. Gynocriticism attempts to understand women's writing as a fundamental part of female reality. One concern of gynocritics is to identify what are taken to be the distinctively feminine subject matters in literature written by women—the world of domesticity or the special experiences of gestation, giving birth, and nurturing, or mother-daughter and woman-woman relations—in which personal and affectional issues, and not external activism, are the primary interest. Another concern is to uncover in literary history a female tradition, incorporated in sub-communities of women writers who were aware of, emulated, and found support in earlier women writers, and who in turn provide models and emotional support to their own readers and successors. A third undertaking is to show that there is a distinctive feminine mode of experience, or "subjectivity," in thinking, feeling, valuing and perceiving oneself and the outer world. Related to this is the attempt to specify the traits of a "woman's language," or distinctively feminine style of speech and writing, in sentence structure, types of relations between the elements of a discourse, and characteristic figures and imagery.Not much work has been done in the field of "woman's language" by women scholar so far. Being woman-centered or gynocentric, must search for terminology to rescue themselves from becoming a synonym for inferiority.

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9. SUMMARY

Feminist criticism is a late 1960's phenomenon. Although Feminism, as an awareness, began with Virginia Woolf's A Room of One's Own (1929) and Simone de Beauvoir's The Second Sex (1949), it has been variously interpreted and modified so as to become 'feminisms' today. The impact of various critical theories, like Marxism, Structuralism, post-structuralism and psychoanalytic approach, has created various offshoots of feminist critical theory.

However, some common ground can be traced in all these feminist manifestations. Feminist criticism opposes patriarchy and all the male-centred and male-dominated critical theories so as to rejectreigning patriarchal ideology as superior. It believes that concepts of gender are cultural constructs; they are

not a product of nature. As Simone de Beauvoir put it, "One is not born, but rather becomes, a woman," is the basic ideology of this view. Feminist criticism proposes a fresh view of women's reading and women's writing in which the conventional idealized projection or suppression of women is invariably questioned.

It is now said that feminism need not always be politically oriented and therefore should not necessarily oppose the male viewpoint. An authentic picture of female experience, feminine sensibility and its oppression be analysed afresh -this is the insistence of feminist critics today. Elaine Showalter's Gynocriticism proposes to set up a specifically female framework for women's writing, which she calls, 'A literature of their Own.' This is certainly 'No Man's Land' because it should try to enlarge and reorder the existing literary canon to accommodate women's writing. Showalter proposes that women, in finding their own voice, should express in the 'woman's language' which significantly differs from men's language. Despite its variety, it may be concluded, feminist criticism has come to stay as a homogenous critical theory.

10. CHECK YOUR PROGRESS-1

Answer the following in a sentence or two:

1. Which book of Virginia Woolf is considered significant in the history of Feminist criticism?
2. Who pioneered the concept of Gynocriticism?
3. State the name of the famous psychoanalytic critic who influenced recent French criticism in general.
4. Which famous book of Elaine Showalter suggestively refers to women's literature indirectly in its title?
5. Which school of textual criticism did Feminist criticism reject in its early stages?
6. Who said, "One is not born , but rather becomes, a woman?"

11. CHECK YOUR PROGRESS-2

Fill in the gaps in the following:

1. Gynocriticismpresents analyses of ----- writing only by ----- critics.
2. The two basic types of feminism are ----- and ----- Feminism.
3. The title of the famous feminist critical study of the 19th century novelists by Sandra Gilbert and Susan Gubar is -----.

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4. The first Feminine Phase and the second Feminist phase in the history of feminist criticism are respectively in ----- and ----- against male writing.
5. Even in the Bible, as an expression of patriarchal ideology, ----- is portrayed as the origin of sin and death in the world.
6. Feminism is ----- in origin; hence its orientation has always remained ----- in nature.

12. EXERCISE

1. Elucidate the basic tenets of Feminist criticism.
2. 'There is no feminism, there are feminisms.' Discuss.
3. What is Gynocriticism? In what way is it different from the Feminist approach?
4. Write a note on the recent development in Feminist criticism.
5. Common features in different versions of feminist criticism
6. Bring out the common features in different versions of feminist criticism.
7. Explain the importance of the books: The Madwoman in the Attic and The Second Sex

13. GLOSSARY

1. **Patriarchy:** Patriarchy is a social system in which men hold primary power and predominate in roles of political leadership, moral authority, social privilege and control of property. In short, system of male domination in society.
2. **Phallocentrism:** Patriarchy is a social system in which men hold primary power and predominate in roles of political leadership, moral authority, social privilege and control of property. On this basis Derrida coined the term Phallogocentrism (to include logocentrism) to mean the belief in men-centred domination reflected in language.
3. **Gynocriticism:** Coined from the word 'gynaecology,' Showalter emphasised a version of feminist criticism in which women's writing is studied by women critics from feminist point of view.
4. **The Madwoman in the Attic:** This book written by Gilbert and Gubar presents a study of 19th century women novelist. The title refers to Bertha who was kept in the attic in Charlotte Bronte's novel Jane Eyre.

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5. **Gender:** Though the word refers to biological difference between male and female species, in feminism it is especially differentiated by social and cultural roles and behaviour. Gender in this sense is a cultural construct.

6. **'The Second Sex':** The author of the book refers to female sex as secondary, and therefore dependent on men in patriarchal society. Women therefore are not the 'first sex' in any society.

14. ANSWERS TO CHECK YOUR PROGRESS-1

1. Virginia Woolf's A Room of One's Ownis considered significant in the history of Feminist criticism.
2. Elaine Showalter pioneered the concept of Gynocriticism.
3. Jacques Lacan is the psychoanalytic critic who influenced French Feminist criticism in general.
4. A Literature of Their Ownis the book by Showalter that suggestively refers to women's literature.
5. Feminist criticism initially rejected the assumptions of the text-centred New Criticism.
6. "One is not born, but rather, becomes a woman," is the famous statement of Simone de Beauvoir, author of The Second Sex.

15. ANSWERS TO CHECK YOUR PROGRESS-2

1. Women's (writing only by) women (critics.)
2. Liberal….Radical
3. The Madwoman in the Attic
4. Imitation ; protest
5. Eve
6. Marxist ; political

16. FURTHER READING

- Abrams, M.H. A Glossary of Literary Terms. 7th ed. Fort Worth: Harcourt Brace College Publishers, 1999.

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- Murfin, Ross, and Supryia M. Ray. The Bedford Glossary of Critical and Literary Terms. Boston: Bedford Books, 1997.
- Moi, Toril, "Feminist Literary Criticism", in Ann Jefferson and Donald Robey (eds.), Modern Literary Theory, (B.T.Batsford Ltd., 1982)
- Ruthven, K.K., Feminist Literary Studies, (Cambridge University Press, 1984)
- Selden, Raman, A Reader's Guide to Contemporary Literary Theory, (Harvester Wheatsheaf, 1989)

- Here is an additional list of scholars for you to explore to further your understanding of this theory:
- Mary Wollstonecraft - A Vindication of the Rights of Women, 1792
- Simone de Beauvoir - Le DeuxièmeSexe (The Second Sex), 1949
- Julia Kristeva - About Chinese Women, 1977
- Elaine Showalter - A Literature of Their Own, 1977; "Toward a Feminist Poetics," 1979
- Deborah E. McDowell - "New Directions for Black Feminist Criticism," 1980
- Alice Walker - In Search of Our Mother's Gardens, 1983
- Lillian S. Robinson - "Treason out Text: Feminist Challenges to the Literary Canon," 1983
- Camille Paglia - Sexual Personae: The Androgyne in Literature and Art, 1990

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NOTES

UNIT - 7
MARXIST CRITICISM

Contents

1. Objectives
2. Introduction
3. Recent Interpretation of Ideology by Marxist critics
4. Marxist Criticism Today
5. Marxist Analysis of Literary texts
6. Summary
7. Check your progress
8. Exercises
9. Answers to check your progress
10. Further Reading

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1. OBJECTIVES

After studying this unit, you will be able to understand

- The background of Marxism
- The basic tenets of thinking of Marx and Angels
- The nature and development of Marxist criticism
- The concepts of Historical Materialism, Base, Superstructure and Ideology
- The contribution of major Marxist critics
- The method of applying Marxist viewpoint to a literary text

2. INTRODUCTION

In this unit we are going to study Marxism and Marxist literary criticism. This school of criticism has a wide ranging effect on many critical schools that

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followed it. Marx is considered as one of the three thinkers of the 19th century (other two being the scientist Charles Darwin and the psychoanalyst Sigmund Freud) who brought about a revolutionary change in man's thinking to make it truly modern. Though Marxism has lost its political impact on the world, its ideological impact on human thinking has continued on the modern world. In this unit, we will first take a look into the 19th century classical Marxism, which retains the earlier formof the theory of Marx and Engles, and then move on to note the changes introduced by 20th century Marxist thinkers and critics, finally to learn how Marxist criticism can be applied to a literary text.

(A) Introduction to Marxism

Karl Marx (1818-1883) was primarily a theorist and historian. After examining social organization in a scientific way, he perceived human history to have consisted of a series of struggles between the oppressed and the oppressing classes. Marxism is an economic and social system derived from the work of Karl Marx and Friedrich Engels. It is a theoretical-practical framework based on the analysis of "the conflicts between the powerful and the subjugated" with working class self-emancipation as its goal.It asserts that the Capitalist mode of production enables the bourgeoisie (or owners of capital) to exploit the proletariat (or workers) and that class struggle by the proletariat must be the central element in social and historical change. According to Marx, a socialist revolution must occur with the ultimate goal of public ownership of the means of production, distribution, and exchange.Marx thought that "historical materialism" was the ultimate driving force in that it involved the distribution of resources, gain, production and all material goods.

Marxism aims to bring about a classless society, based on the common ownership of the means of production, distribution, and exchange. Marxism is a materialist philosophy, that is, it tries to explain the working of the society we live in without assuming the existence of a world or of forces beyond the natural world around us. It looks for concrete, scientific, logical explanations of the world of observable fact. Its opposite is idealist philosophy, which does believe in the existence of a 'spiritual world elsewhere' and would offer religious explanations of life and human conduct. Marks believed that religion is the opiate of the people in the sense that it keeps people 'intoxicated' with ideas of the world beyond.But whereas other philosophies merely seek to understand the world, Marxism seeks to change it. Marxism sees progress as coming about through the struggle for power between different social classes.

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with the ultimate goal of public ownership of the means of production, distribution, and exchange.

Associating with the influential philosopher Friedrich Engels, Marx developed and built on theories of capitalism, socialism and historical change. Marx's most influential theories were published in the Communist Manifesto (1848) and the Das Kapital (1867).Marx believed that all historical change was caused by a series of class struggles between the bourgeoisie have' and the proletariat have nots.Capitalism describes an economic system in which the means of production, such as factories, are privately owned. The bourgeoisie are the havesin thatthey have economic and political power; they own land and run the world of business and commerce.

The proletariat, thehave nots, or the lower classes do not have economic or political power. The proletariat provide labour on the land or work in the businesses owned by the bourgeoisie. The proletariat are, according to Marx, exploited by the bourgeoisie by employing them in their factories and farms. The proletariat are paid money for their labour. The bourgeoisie then use the proletarian labour to produce goods that are sold for more money than the wage of the proletarian. The bourgeois businessman keeps the profit and becomes wealthy from the labour of the proletariat. In bourgeois capitalism, the privileged bourgeoisie rely on the labor force responsible for survival. Marx theorized that when profits are not reinvested in the workers but in creating more factories, the workers will grow poorer and poorer until no short-term patching is possible or successful. At a crisis point, revolt will lead to a restructuring of the system. According to Marx, the proletarians would eventually tire of their exploitation and oppression and overthrow the capitalist bourgeoisie. The end result of the revolution would be the establishment of a Communist society, a classless state where all means of production and property are shared among all citizens. This happened during the October Revolution of 1917 in Russia when the peasants and the workers overthrew the power of the Tsar.

(B) Nature of Marxist criticism

Marxist criticism is a type of historical criticism of literature based on the economic theory of Marx that interprets a literary work as both a reflection and a product of economic conflict between social classes. In this sense, being a form of cultural criticism, Marxist theory tries to interpret cultural texts. Since neither Karl Marx nor his collaborator Friedrich Engels ever developed a specific form of cultural criticism themselves, Marxist Criticism has been extracted from their writings. As there is no one form of Marxism, there is no one form of Marxist Criticism. This is not to say that the different variants of Marxist Criticism do not have certain features in common. There is a considerable debate within the field concerning them. All forms of Marxist Criticism have something in common in that they assume the following:

(i) that no artistic object can be understood in isolation from the social, cultural, and historical conditions in which it was produced; (ii) that

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all categories by which artistic objects might be measured are themselves constructions that need to be evaluated from the perspective of the social, cultural, and historical conditions that gave rise to them; (iii) that all artistic productions are commodities that can and must be understood in terms of the production of surplus value; (iv) that arts demonstrate the playing out of a symbolic form of class struggle directly or indirectly.

According to Marxists, literature reflects those social institutions out of which it emerges and is itself a social institution with a particular ideological function. Literature reflects class struggle and materialism. Just look at how often the quest for wealth traditionally defines characters. So Marxists generally view literature not as works created in accordance with timeless artistic criteria, but as 'products' of the economic and ideological determinants specific to that era. Literature reflects an author's own class or analysis of class relations, however piercing or shallow that analysis may be. A Marxist critic is simply a careful reader or viewer who keeps in mind issues of power and money along with the following kinds of questions:

- What role does class play in the literary work; what is the author's analysis of class relations?
- How do characters overcome oppression?
- In what ways does the work serve as propaganda for the status quo; or does it try to undermine it?
- What does the work say about oppression; or are social conflicts ignored or blamed on other factors?
- Does the work propose some form of utopian vision as a solution to the problems encountered in the work of art?

Marxist critical theory is itself not a set of timeless truths but, at least to some degree, an evolving historical process.The principal area in Marxist Criticism is the issue of whether or not it should be prescriptive:. In other words, is it the job of Marxist Criticism to determine what art should be like? There have been powerful movements in favour of this position—the most noted is of course socialist realism. This position has also been championed strongly by critics like Györg Lukács. But there is also a powerful movement against it and in recent years it has generally been agreed that it is neither possible nor desirable to prescribe what art should be like. But here the question is: if this isn't the task of Marxist Criticism, then what is? The response to this question is twofold: there is an attempt to understand the nature of what makes it art and why; and alongside there is the attempt to understand the subject's response to particular art objects. In both cases, the primary conceptual tool is the notion of ideology. Some of the major Marxist critics in the recent times are: Terry Eagleton'sMarxism and Literary Criticism (1976) was immensely influential; Fredric Jameson, his Marxism and Form (1971), and more particularly, The Political Unconscious

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(1981) are perhaps the most sophisticated attempts to synthesize the critical methodologies from a broad spectrum of approaches. Lukács' History and Class Consciousness (1923) continues to be studied today and it is in many ways a foundational text for the field; and Pierre Macherey's work in translation A Theory of Literary Production (1978) is generally regarded as the definitive application of Althusser's work to literature; and Raymond Williams, a hugely influential figure, has contributed particularly in the nascent field of Cultural Studies.

(C) Key Terms in Marxist Criticism

Historical materialism

Historical materialism is the methodological approach of Marxist view of history that focuses onhuman societies and their development over time, claiming that they follow a number of observable tendencies. This was first articulated by Karl Marx as the materialist conception of history. It is principally a theory of history according to which the material conditions of a society's way of producing and reproducing the means of human existence, or the union of its technological and productive capacity and social relations of production, fundamentally determine society's organization and development.Historical materialism is the extension of the principles of 'dialectical materialism' to the study of social life and an application of its to the phenomena of the life of society, to the study of society and of its history.In his early writing, Marx was committed to the principles of historical materialism, and the related one-way causal relationship between base and superstructure. However, as his theory evolved and grew more complex over time, Marx reframed the relationship between base and superstructure as dialectical, meaning that each influences what happens in the other. Thus, if something changes in the base, it causes changes in the superstructure, and vice versa.

Marx was a philosopher of history essentially. His philosophy has been called historical materialism and dialectical materialism. Historical materialism conveys the idea that history is dictated by actual material events: social, political and economic interactions. Dialectical materialism conveys the idea that this progress of materialism is based upon a dual (and/or dueling) system. This system of two forces working with or against each other is called dialectic. Marx uses dialectics to refer to the forces of the proletariat and the bourgeoisie (class of workers and owners) which work together and against each other under a capitalist system. Mechanism of life has two structures: the infrastructure (base) and the superstructure culture). The infrastructure is made of the forces, the means and the relations of production: the material stuff of life. The superstructure can loosely be defined as culture (laws, politics, art and the like).

Marx believed in the possibility of a revolution among the working class because he thought that once workers realized the extent to which they were

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exploited and harmed for the benefit of the ruling class, they would decide to change things, and a significant change in the base, in terms of how goods are produced, by whom, and on what terms, would follow.

Considering historical shifts in relations of production, most importantly, the shift from feudalist to capitalist production, Marx was not content with Hegel's theory which asserted that ideology determines social life--that the reality of the world around us is determined by our mind, by our thoughts. He believed that the shift to a capitalist mode of production had sweeping implications for the social structure, culture, institutions, and ideology of society and that it modified the superstructure in drastic ways. He posed instead a "materialist" way of understanding history ("historical materialism") which is the idea that the material conditions of our existence, what we produce in order to live and how we go about doing so, determines all else in society. Building on this idea, Marx posed a new way of thinking about the relationship between thought and lived reality with his theory of the relationship between economic base and the superstructure it builds slowly.***

Base and Superstructure

Base and Superstructure are the two theoretically linked concepts developed by Karl Marx, one of the revolutionary social thinkers of the 19th century. Simply put, the base refers to the forces and relations of production, the people working in it, their relationships and the roles they play and the materials and resources involved for producing the things needed by society.The base comprises the forces and relations of production into which people enter to produce the necessities and amenities of life.

The base determines society's other relationships and ideas to comprise its superstructure, whichincludesits culture, ideology (worldviews, ideas, rituals, values, and beliefs), norms and expectations, identities that people inhabit, social institutions (education, religion, media, family), the political and power structures and the political apparatus or the state that governs society. Marx argued that the superstructure grows out of the base, and reflects the interests of the ruling class that controls it. As such, the superstructure justifies how the base operates, and in doing so, justifies the power of the ruling class.While the relation of the two parts is not strictly unidirectional, as the superstructure often affects the base, the influence of the base is predominant. Marx and Engels warned against, what he called, this 'economic determinism.'

From a sociological standpoint, neither the base nor the superstructure is naturally occurring, nor are they static. They are both social creations (created by people in a society) and both are the accumulation of social processes and interactions between people that are constantly working, shifting, and evolving. Marx theorized that the superstructure effectively grows out of the base and that it reflects the interests of the ruling class that controls the base.Marx argued that this is not a neutral relationship. There is a lot at stake in the way the superstructure emerges out of the base, because as the place where norms, values,

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beliefs, and ideology reside, the superstructure serves to legitimate the base. The superstructure creates the conditions in which the relations of production seem right, just, or even natural, though in reality they may be deeply unjust, and designed to benefit only the minority ruling class, rather than the majority working class.

Marx argued that religious ideology that urged people to obey authority and work hard for salvation in the afterlife was a way in which superstructure justifies the base because it generates an acceptance of one's conditions as they are.

The 'Base-Superstructure' is a central component of Marx's theory and is debated quite often. In the most simplistic terms, Marx was a materialist—meaning that historically specific sets of social relations give rise to a specific set of ideas and consciousness, not the other way around. Ideas don't make reality; it is reality that creates framework for ideas. An extreme example could help understand the concept. God didn't create man, man created God to explain things that seemed inexplicable. The concept of God has changed over time, reflecting changes in our material world, not actual changes in God. The emerging middle class created the enlightenment to explain the rise of the individual, market relations and justify their revolutions, devise their laws, and pave the way for capitalism.

So the 'base' is the sum of our material reality, our social and economic relations. The 'superstructure' is the ideas and consciousness that spring from this reality, including those institutions which represent those ideas (the state, media, the church and the like). Marx believed that the dominant ideas of any period are the ideas of the dominant social class. Just as rule by divine right and centrality of religion were the dominant ideas of the feudal aristocracy, classical liberal ideas were those of the emerging capitalist class which toppled those regimes.

The Concept of 'Ideology'

According to Marxism, human consciousness is constituted by an ideology—that is, the beliefs, values, and ways of thinking and feeling through which human beings perceive, and by recourse to which they explain, what they take to be reality. In complex ways, an ideology is the product of the position and interests of a particular class. In any historical era, the dominant ideology embodies, and serves to spread and perpetuate, the interests of the dominant economic and social class.Marx represented ideology as a "superstructure" of which the current socioeconomic system is the "base." Because the superstructure is determined by the base, it inevitably supports the ideologies of the base. Ideologies are the changing ideas, values and feelings through which individuals experience their societies. They present the dominant ideas and values as beliefs of the society as a whole, thus preventing individuals from seeing how society actually functions. Literature, as a product of culture, is a form of ideology, one that legitimizes the power of the ruling class. In the eighteenth century, for

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example, literature was used by the English upper classes both to express and transmit the dominant value systems to the lower classes.

Ideology was not much discussed by Marx and Engels after 'The German Ideology,' written jointly by them in 1845-46, however it has become a key concept in Marxist criticism of literature. Marx inherited the term from French philosophers of the late eighteenth century who used it to designate the study of the way all general concepts develop from sense perceptions. (In the present era, however, the term 'ideology' is used in a variety of non-Marxist ways; in a derogatory way it may refer to any set of dogmatically held political ideas or to the ways of perceiving and thinking that are specific to an individual's race, or sex, or education, or ethnic group.) In its distinctively Marxist sense, the reigning ideology in any era is conceived ultimately to be the product of its economic structure and the resulting class-relations and class-interests. Friedrich Engels described ideology as "a false consciousness," and many later Marxists consider it to be constituted largely by unconscious and illusory prepossessions, in contrast to the "scientific" knowledge of the economic determinants, historical evolution and present constitution of the social world. A further claim is that, in the present era of capitalist economic organization that emerged during the eighteenth century, the reigning ideology incorporates the interests of the dominant and exploitative class, the "bourgeoisie," who are the owners of the means of production and distribution, as opposed to the "proletariat," or wage-earning working class. This ideology, to those who live in and with it, seems a natural and inevitable way of seeing, explaining, and dealing with the surrounding world, but in fact has the hidden function of spreading and maintaining the position, power, and economic interests of the ruling class. Bourgeois ideology is regarded as both producing and permeating the social and cultural institutions and practices of the present era—including religion, morality, philosophy, politics and the legal system, as well as, in a less direct way, literature and the other arts.

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3. RECENT INTERPRETATION OF IDEOLOGY BY MARXIST CRITICS

In the context of the exact nature and function of ideology, the following important questions arise:

What is ideology? What are its major forms? How does it work, and what role does it play in our society? What is its relation with class interests? Who does it help/harm most? What contradictions does it contain? To what degree is it a reflection of life in an exploitative society and to what degree is it produced and fostered by the ruling class? At what stages in the class struggle do the different forms of ideology arise? What is ideology's relation to a correct understanding of social life? How can ideology be tempered, pierced or overcome?

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NOTES

The subsequent interpretations and development of the theory of ideology after Marx through Georg Lukács, Antonio Gramsci and Louis Althusser provide a full view of how ideology is framed in Marxist thought.

The Hungarian thinker Georg Lukács (1885-1971), the most widely influential of Marxist critics, deserves our attention first. He represents a flexible view of the role of ideology. He proposed that each great work of literature creates "its own world," which is unique and seemingly distinct from "everyday reality." But masters of realism in the novel, such as Balzac or Tolstoy, by "bringing to life the greatest possible richness of the objective conditions of life," create "typical" characters who manifest to the essential tendencies and determinants of their epoch. This enables them to (, succeed - often "in opposition to [the author's] own conscious ideology" - in) produce a fictional world which is a "reflection of life in the greatest concreteness and clarity and with all its motivating contradictions." This sometimes happens in opposition to the author's own conscious ideology. That is, the fictional world of such writers accords with the Marxist conception of the real world as constituted by class conflict, economic and social "contradictions," and the alienation of the individual under capitalism. While lauding nineteenth-century literary realism, Lukács attacked modernist experimental writers as "decadent" instances of concern with the subjectivity of the alienated individual in the fragmented world of our late stage of capitalism. His famous essay 'The Ideology of Modernism" inaugurated a vigorous debate among Marxist critics about the political standing of formal innovators in twentieth-century literature.

Georg Lukács puts forward a thesis showing the difference between the class consciousness of the proletariat, and the ideology of the bourgeoisie in which they have to survive. Clearly, the life of a member of the proletariat is highly infected with bourgeois ideology. The consciousness of the class as a whole, however, is the way in which it fights the ideological battle against the dominant class. Class struggle takes an ideological form, and there are large obstacles for the proletariat to overcome. This is due to the fact that the way in which members of society conceive that society has already been infected. This is based on the interpretation of ideology as part of the way in which people relate to society.

Antonio Gramsci (1891-1937), the Italian Marxist, maintains the original Marxist distinction between the economic base and the cultural superstructure, but replaces the older notion that culture is a disguised "reflection" of the material base with the concept that the relation between the two is one of "reciprocity," or interactive influence. Gramsci places special emphasis on the popular, as opposed to the elite elements of culture, ranging from folklore and popular music to the cinema. Gramsci's most widely echoed concept is that of hegemony: that a social class achieves a predominant influence and power, not by direct and overt means, but by succeeding in making its ideological view of society so pervasive that the subordinate classes unwittingly and unconsciously accept and participate in their own oppression.

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Gramsci's best known theory of cultural hegemony describes how the state and the ruling capitalist class of the bourgeoisieuse cultural institutions to maintain power in capitalist societies. The bourgeoisie develops a hegemonic culture using ideology rather than violence, economic force, or coercion. Hegemonic culture propagates its own values and norms so that they become the "common sense" values of all and thus maintain the status quo. Hegemonic power is therefore used to maintain consent to the capitalist order, rather than coercive power using force to maintain order. This cultural hegemony is produced and reproduced by the dominant class through the institutions that form the superstructure.Hegemony, for Gramsci, is the "cultural, moral and ideological" leadership of a group over allied and subaltern groups.It is based on the equilibrium between consent and coercion.

Louis Althusser (1918-1990), who was a French Neo Marxist philosopher, presented a fresh interpretation of ideologywith a view to answering some of the questions raised earlier.While he still viewed ideology as inescapable, he came to argue that it is realized in real actions and behaviours. Within this framework, Althusser introduces the concept of interpellation, otherwise known as "hailing." Ideologies "call out" or "hail" people and offer a particular identity, which they accept as "natural" or "obvious." In this way, the dominant class exerts a power over individuals, which is quite different from abject force. According to Althusser, individuals are 'interpellated' from the day that they are born-and perhaps even before, since parents and others conceive of the role and identity that their child will assume. Althusser insists that ideology has a material existence. Rather than considering ideology as mistaken ideas about the world, he argues that ideology is essentially practical. "Ideology does not exist in the world of ideas conceived as a spiritual world," he writes, "Ideology exists in institutions and the practices specific to them. We are even tempted to say, more precisely: ideology exists in apparatuses and the practices specific to them."In his analysis, ideology is basically tasked with "knotting together of superstructure and base."Louis Althusser makes the claim that ideology is part of the relation between the individual and society. He says, "An ideology is a system of representations endowed with a historical existence and role within a given society." This means that people 'act consciously through ideology,' although ideology in itself is unconscious.Althusser says thata literary text not only distances itself from its ideology by its fiction and form, but also exposes the "contradictions" that are inherent in that ideology by its "silences" or "gaps"—that is, by what the text fails to say because its ideology makes it impossible to say it. Such textual "absences" are symptoms of ideological repressions of the contents in the "unconscious" of the text. The aim of Marxist criticism is to make these silences "speak" and so to reveal, behind what an author consciously intended to say, the text's unconscious content—that is, its repressed awareness of the flaws, stresses, and incoherence in the very ideology that it incorporates.

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4. MARXIST CRITICISM TODAY

Over the years, Marxist criticism itself has gone through subtle modifications. It has shown openness and flexibility. Let us now examine how Marxist literary theorists have applied their concepts to literature. Some critics developed their own model while applying Marxist principles to literary works. They are as follows:

The Reflection Model, going back to Aristotle, states that literature is understood as reflecting the reality outside it. The material world in which we live is reflected in the mind of man and then is translated to forms of thought. Literature creates a fictional world which is a reflection of the real world, with all its contradictions, and is rendered with as much clarity and correctness as is possible. Georg Lukács held this view. However, Bertolt Brecht rejected what he called the "Aristotelian" concept that a tragic play is an imitation of reality with a unified plot and a universal theme which establishes an identification of the audience with the hero and produces a catharsis of the spectator's emotions. Brecht's 'Epic Theatre' proposes instead that the illusion of reality should be deliberately shattered by an episodic plot, by protagonists who do not attract the audience's sympathy, by a striking theatricality in staging and acting, and by other ways of baring the artifice of drama so as to produce an "alienation effect." The result of such alienation will be to jar audiences out of their passive acceptance of modern capitalist society as a natural way of life, into an attitude not only of critical understanding of capitalist shortcomings but also of active engagement with the forces of change.

The Production Model, developed by Pierre Macherey, believes that literature is seen as productive labour in which materials are turned into end products. The author is not a magician who creates out of nothing, but one who beats into shape literary genres, conventions and practices already in existence.

The Genetic Model, which deals with origins of literary production, states that literary works develop out of social consciousness. Some social groups possess a superior form of ideology or 'world view.' Their views are shaped and given coherence by great writers in their works. A literary work is not the expression of the author's self or his genius but the expression of the social class. The Rumanian Marxist Lucian Goldmann held this view.

The model of the Frankfurt Schoolof Marxism, promoted by Theodore Adorno, suggests that the world of art is different from the world of social reality. They are quite different. Art has its own formal laws. Art is the essence and image of reality and not its photo copy. Art exposes the contradictions of reality.

In recent years, literary criticism has expanded in scope to address issues of social and political significance.Current Marxist theory, which is termed as 'Revisionist Marxism,' is interested in examining the subtle ways by which

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society works. Louis Althusser, Raymond Williams, Terry Eagleton and Fredric Jameson have made significant contribution to it in the last two decades of the 20th century. Marxist critics such as Raymond Williams and Fredric Jameson have expanded their realm of study to include cultural and political studies in their interpretations of literature. Using the Marxian matrix, Raymond Williams was interested in presenting a cultural history of the Western world. In recent years, his chief disciple Terry Eagleton views literature not as necessarily reflecting reality but as influencing an ideology that creates reality. Hehas been increasingly hospitable to the tactical use, for dealing with ideology in literature, of concepts derived from deconstruction and from Lacan's version of Freudian psychoanalysis.

Fredric Jameson believes that Marxist criticism alone can be the inclusive method in bringing to light, what he calls, 'the political unconscious.' He thinks that subversive ideology lies concealed in the sub-text of a literary work. He asserts that the political perspective is the absolute horizon of all reading and all interpretation. This analysis of the hidden role of the "political unconscious" - is a concept which Jameson describes as his "collective" or "political" adaptation of the Freudian concept that each individual's unconscious is a repository of repressed desires.Some Marxist critics, along with feminists, have begun studying literary criticism as an aspect of cultural sciences. Recent Marxist criticism has wholeheartedly welcome inputs from other schools of criticism collaborating with insights of contemporary critical thought.

Marxist critics are interested in examining human behavior as a product of ideological forces transmitted through arts and other institutions. Literature does not exist in a vacuum or as a times aesthetic artifact. A literary work might reinforce or critique the ideologies it represents or encloses. Marxist view has special affinities with the realistic mode of representation because it presents the real world as it is without any deliberate distortion. Experimental mode of presentation is not supported much by Marxist critics. That was why Lukács was so critical of the Ideology of Modernism.

5. MARXIST ANALYSIS OF LITERARY TEXTS

A Marxist critics' concern with a literary text, will be to examine the narrative and character's ways of getting and keeping economic power is the motive behind all social and political activities, including education, philosophy, religion, government, the arts, science, technology, the media, and so on. Marxism focuses on the relationship between the perceived lower working class of society or proletariat, also known as the Infrastructure, and the Superstructure, or upper class of society referred to as the bourgeoisie in Karl Marx's discussions. A Marxist analysis of a text will explore the ways in which the ruling influencers of society can be said to oppress the lower class in some shape or form, while

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acting with their own interests. This includes the act of commodification and exploitation of the labour of the working class.

Almost all fiction can be analyzed by applying insights of Marxist theory. Just to name a few, it is possible to study novels like George Orwell's Animal Farm, and 1984, John Steinbeck's The Grapes of Wrath, F. Scott Fitzgerald'sThe Great Gatsby, Joseph Conrad's Heart of Darkness, Kazuo Ishiguro's The Remains of the Day, and short stories like Stephen Crane's "The Open Boat," Guy de Maupassant's "The Diamond Necklace" and Joyce Carol Oates' "A Good Man is not hard to Find." Students of literature should develop a habit to look at Marxist insights while reading any fiction.

By way of an example, one could take up a classic novellike Jane Austen's Pride and Prejudice, which is often prescribed as a textbook for study in India. Although the novel has no direct reference to economic issues of the late 18th century England, it deals with class conflict and bourgeoisie ideology that affects all the characters in it. In this context, the opening sentence of the novel, if analyzed from the Marxist point of view, would bring out the ideology that dominates the Bennets and other middle class families and the built in class struggle between the rich aristocracy and the poor majority in the rural England of that time. Bourgeoisie ideology functions through the Lady Katherine, the Bingley sisters and the initial pride of Darcy. The stories of two couples, Lydia Bennet-Wickham and Charlotte Lucas and Collins, are clear illustrations of how ideology dominates lives in a concrete way. Mrs. Bennet's character is central in this context. She is a victim of the social ideology that makes her almost a caricature. The theme of marriage, more than love, marks the ups and downs in the lives of the four couples in the novel. How ideology subconsciously dominates the human mind is brought out by Austen when she elucidates the significance of Darcy's estate Pemberley as a symbol. Its alluring effect on Elizabeth's mind is a key to elucidate how bourgeoisie ideology subverts the proletariat classes like the Bennets. It is interesting to note that in the conflict between the individual and the society, Austen seems to endorse the claim of the society as Elizabeth accepts Darcy and Jane weds Bingley at the end. In a way, individualism surrenders to societal ideology, thereby proving the worth of Marxist social theory.Though 'Pride' and 'Prejudice' is apparently the theme of the novel, at the back of these human traits are lurking the Marxist notions of the overpowering ideology of the upper class and the resultant class conflict which inevitably ends in dominating the hapless rural middle classes of Jane Austen's time.

6. SUMMARY

This unit on Marxist literary criticism elucidates what are the major concepts in Marx and Engles' classical Marxism when they presented it initially

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in the 19th century. Marxism is a historical approach that states how the bourgeois class dominates the proletariats in every historical epoch creating class conflicts, the base of which is economic disparity. Marx pointed out how ideology dominates the workers to maintain its control. Behind the twin concepts of Base and Superstructure lies the 'false consciousnesses' of the dominant ideology. As Marxist criticism is not singular in its focus, different offshoots sprouted as later Marxist thinkers and critics like Lukacs, Althusser, Gramchi put forward their differing emphases in recent times. Literature is studied in the context of Marxist views which are universal. The unit finally refers to the methods to be used for presenting a Marxist analysis of a literary text.

7. CHECK YOUR PROGRESS

Fill in the blanks for the following:

1. In Marxist theory, the ----- is the working class.
2. In Marxist system, those who own property and the means of production are called the ----.
3. The thinker who initially collaborated with Marx was -----.
4. The two theoretically linked concepts developed by Karl Marx are ------ and -----.
5. "The German Ideology" was written jointly by ----- and -----.
6. Friedrich Engels described ideology as "-----."

8. EXERCISES

(A) Write short answers to the following:

1. State some of the common features that all forms of Marxist Literary Criticism assume while analysing a text.
2. What is 'Historical Materialism' according to Marx?
3. Explain the nature of the conflict between the classes of the proletariat and the bourgeoisie under capitalism according to Marxism.
4. What do you understand of Antonio Gramsci's theory of cultural hegemony?
5. Explain briefly how recent Marxist literary theorists have modified their Marxist concepts/models while applying to literature.

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(B) Write an essay on the following topics:

1. The concept of Ideology in Marxist criticism
2. Louis Althusser as a Neo-Marxist critic
3. Marxist literary criticism in recent times
4. The significance and influence of Marxist criticism on contemporary critical thought.

9. ANSWERS TO CHECK YOUR PROGRESS

1. Proletariat
2. Bourgeoisie
3. Friedrich Engels
4. Base and Superstructure
5. Marx and Engles
6. "a false consciousness."

10. FURTHER READING

- Bennet, Tony. Formalism and Marxism. London: Methuen, 1979.
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UNIT - 8
NEW HISTORICISM AND CULTURAL MATERIALISM

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1. Objectives
2. Introduction to New Historicism and Cultural Materialism
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1. OBJECTIVES

After studying this unit, you will be able to understand

- The meaning and significance of New Historicism
- Cultural materialism and its relation to Marxism
- What is the difference between the two critical approaches

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- The difference between Old Historicism and New Historicism
- Development of New Historicism and Cultural Materialism
- Contribution of some influential thinkers to the two schools

2. INTRODUCTION TO NEW HISTORICISM AND CULTURAL MATERIALISM

The New Historicism and Cultural Materialism are simultaneously discussed here in terms of their assumptions and perspectives to bring out their similarities and differences. The "new" historicist criticism, as opposed to the simplistic approach of Old Historicism, rejects the notion of culture as a unity: it assumes that literary texts and other cultural productions are not organic wholes but are the sites of ideological contestation. The new historicists further reject the binary opposition of literature (text)/history (context): they do not set history against literary texts as a stable and unified background but assume that literature itself is part of history, a context for other cultural and material practices. The politically engaged British cultural materialists pay considerable attention to the ideological appropriations of the Renaissance writers and texts, while the American New historicists tend to repress the political nature of their critical activity although they are much concerned with the representations of power in Renaissance literature. New historicism is one of the most stimulating forms of modern criticism and has great potentialities. Whereas New Historicists are mainly concerned with the extent to which literary texts lay bare the existing power relations of which they are themselves a product, Cultural Materialists prefer to make clear the way in which these same texts may serve as sites of subversion and dissidence, as places where a culture exposes its own fault lines. New historicism and cultural materialism are two literary theories that have similar characteristics. The key difference between New Historicism and Cultural Materialism is that New Historicism focuses on the oppression in the society that has to be overcome in order to achieve change whereas Cultural Materialism focuses on how that change is brought about.

3. WHAT IS NEW HISTORICISM?

New historicism has been a hugely influential approach to literature, especially in studies of William Shakespeare's works and literature of the Early Modern period. It began in earnest in 1980 and quickly supplanted NewCriticism. Despite many attacks from feminists, cultural materialists and traditional scholars, it dominated the study of early modern literature in the 1980s and 1990s. Since then, it has given way to a different, more materialist, form of historicism

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that is now called "New historicism." At its core, new historicism insists - contrary to formalism - that literature must be understood in its historical context. This is because it views literary texts as cultural products that are rooted in their time and place, not works of individual genius that transcend them. Newhistoricist essays are thus often marked by making seemingly unlikely linkages between various cultural products and literary texts. Its "newness" is at once an echo of the New Criticism it replaced and recognition of an "old" historicism that naively put texts in the context of conventional history. In its earliest form, New Historicism was primarily a method of power analysis strongly influenced by the anthropological studies of Clifford Geertz, modes of torture and punishment described by Michel Foucault, and methods of ideological control outlined by Louis Althusser. This can be seen most visibly in new-historicist work of the early 1980s. These works came to view the Tudor and early Stuart states in Britain as being almost insurmountable absolute monarchies in which the scope of individual agency or political subversion appeared remote. This version of New Historicism is frequently, and erroneously, taken to represent its entire enterprise. Stephen Greenblatt argued that power often produces its own subversive elements in order to contain it. This was the major departure point of the Cultural Materialists (to which they are often compared) who sought a more dynamic model of culture that afforded greater opportunities for dissidence. Later New Historicist studies sought to complicate the hard version of their view to facilitate a more flexible, heterogeneous, and dynamic view of culture.

4. INTRODUCTION TO CULTURAL MATERIALISM

Cultural materialism in literary theory and cultural studies traces its origin to the work of the literary critic Raymond Williams. Cultural materialism emerged as a theoretical movement in the early 1980s along with New Historicism, an American approach to early modern literature, with which it shares much common ground. Raymond Williams used the term to describe a theoretical blending of leftist culturalism and Marxist analysis. Cultural materialists deal with specific historical documents and attempt to analyse and recreate the worldview of a particular moment in history.

Raymond Williams viewed culture as a "productive process" and cultural materialism often identifies what he called "residual", "emergent" and "oppositional" cultural elements. Cultural materialists extend the class-based analysis of Neo-Marxism by means of an additional focus on the marginalised. They analyse the processes by which hegemonic forces in society appropriate canonical and historically important texts, such as William Shakespeare and Jane Austen, and utilize them in an attempt to validate or inscribe certain values on the cultural scenario of their period. They have identified four defining characteristics of cultural materialism as a theoretical device: Historical context, Close textual analysis, Political commitment and Theoretical method.

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Cultural materialists seek to draw attention to the processes being employed by contemporary power structures, such as the church, the state or the academy, to spread ideology. To do this they explore a text's historical context and its political implications, and then through close textual analysis note the dominant hegemonic position. They identify possibilities for the rejection and/or subversion of that position.

Through its insistence on the importance of an engagement with issues of gender, sexuality, race and class, cultural materialism has had a significant impact on the field of literary studies, especially in Britain. Cultural materialists have found the area of Renaissance studies particularly receptive to this type of analysis. Traditional historical readings often eschewed consideration of the oppressed and marginalized in textual readings, whereas cultural materialists routinely consider such groups in their engagement with literary texts, thus opening new avenues of approach to issues of representation in the field of literary criticism.

5. DIFFERENCE BETWEEN OLD HISTORICISM AND NEW HISTORICISM

Old historicism holds that all knowledge and understanding are historically conditioned. It is also widely used in diverse disciplines to designate an approach from a historical perspective. Historicism appeared in Europe, primarily in Germany; it challenged the progressive view of history that interpreted history as a linear, uniform process that operated according to universal laws, a view widely held by thinkers from the Enlightenment era forward. This old historicism stressed the unique diversity of historical contexts and stressed the importance of developing specific methods and theories appropriate to each unique historical context.

New Historicism differs from the old Historicism in large measure not based on the approach but rather on changes in historical methodology, the rise of the so-called 'New history.' The term new history was indebted to the French term nouvelle histoire. The movement can be associated with cultural history, history of representations. While there may be no precise definition, the new history is best understood in contrast with prior methods of writing history, resisting their focus on politics and "great men;" their insistence on composing historical narrative; their emphasis on administrative documents as key source materials; their concern with individuals' motivations and intentions as explanatory factors for historical events, and their willingness to accept the possibility of historians' objectivity.

The New Historicism differs from traditional historical criticism in a number of different ways, including the following:

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- New historicists generally believe that traditional historical criticism was often too simplistic. They believe that traditional historical critics tended to look for unity in the past rather than for complexity. The standard example of this tendency is a famous and widely read little book called The Elizabethan World Picture, by E. M. W. Tillyard, which begins by stressing'political order that was always a part of a larger cosmic order.'
- New historicists would object to this emphasis on "order" and also to practically every single word of Tillyard's title. A better title, from a new historicist point of view, might be Different and Competing World Pictures Held by the Wide Varieties of Persons Living During the Period from 1558-1603. Such a title would be preferable for the following reasons:
- It implies that political, social, cultural, and economic views are always in flux; they are always in a kind of competition or negotiation with one another.
- It implies that some people and groups and views may have exercised more power than others at any given moment in time, but that the situation was never static and was always subject to possible change.
- It implies that a society or culture is made up of many different groups and that the experiences of groups at the margins of social power are just as interesting and worthy of study as the experiences of groups at the centre of social power.
- It implies that literary texts are not only influenced by cultures but are parts of cultures and can therefore influence cultures themselves, so that the relationship is not a simple one (with culture influencing literature) but a complex and dynamic one (with influences running in both directions).
- It implies that any piece of evidence from a past culture is relevant to all the other pieces because they are all part of the same dynamic, constantly fluctuating system. To put it as simply as possible, new historicists look for complexity of all kinds. They think that traditional historical criticism is insufficiently complex. In studying both history and literature, new historicists are suspicious of any claims of unity and harmony. Another key assumption of new historicists is that everything is political. In other words, everything is in some way involved in or affected by the struggles or negotiations for power. To pretend otherwise is, once again, to be simplistic and even naïve.

In short, the differences between old and new historicism are as follows:

* Old: hierarchical view, with literature being the "jewel," with history in the background

* New: Parallel readings of literature and history texts; no more hierarchy.

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* Old: creates a historical framework in which to place the text

* New: a historicist movement; interested in history as represented and recorded in written documents - hence history as text.

* "The word of the past replaces the world of the past."

* The aim is not to represent the past as it really was, but to present a new reality by re- situating it.

6. AN OVERVIEW OF NEW HISTORICISM

New Historicism is an approach to literary criticism and literary theory based on the premise that a literary work should be considered a product of the time, place, and historical circumstances of its composition rather than as an isolated work of art. It has its roots in a reaction to the "New Criticism" of formal analysis of works of literature, which was seen by a new generation of professional critics as ignoring the greater social and political consequences of the production of literary texts. New Historicism developed in the 1980s, primarily through the work of the critic Stephen Greenblatt, gaining widespread influence in the 1990s and beyond.

New Historicists aim simultaneously to understand the work through its historical context in order to investigate the intellectual history and cultural history through literature. The approach owes much of its impetus to the work of Michel Foucault, who based his approach both on his theory of the limits of collective cultural knowledge and on his technique of examining a broad array of documents in order to understand the body of knowledge of a particular time. Using Foucault's work as a starting point, New Historicism aims at interpreting a literary text as an expression of or reaction to the power-structures of the surrounding society.

New Historicism attempted to reintroduce the concept of history into literary studies, in part as a corrective to the ahistorical and apolitical nature of much of Post-structuralism. However, under the impact of Foucault's ideas, New Historicism has been criticized for reducing the importance of literature as a work of art and turning it into just another historical artefact.

The movement of New Historicism establishes itself upon the following four main contentions:

(l) Literature is historical, which meansthat a literary work is not primarily the record of one mind's attempt to solve certain formal problems and the need to find something to say; it is a social and cultural construct shaped by more than one consciousness. The proper way to understand it, therefore, is through the culture and society that produced it.

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(2) Literature, then, is not a distinct category of human activity. It must be assimilated to history, which means a particular vision of history.

(3) Like works of literature, man himself is a social construct, a composition of social and political forces—there is no such thing as a human nature that transcends history. Renaissance man belongs inescapably and irretrievably to the Renaissance. There is no continuity between him and us; history is a series of "ruptures" between ages and people.

(4) As a consequence, the historian or critic is trapped in his own "historicity." No one can rise above his own social formations, his own ideological upbringing, in order to understand the past on its terms. A modern reader can never experience a text as its contemporaries experienced it. Given this fact, the best a modern historicist approach to literature can hope to accomplish is to use the text as a basis for the reconstruction of an ideology.

7. ANALYSIS OF CONTRIBUTION OF NEW HISTORICISM

New Historicism was a critical approach developed in the 1980s through the works of Michel Foucault and Stephen Greenblatt, similar to Marxism. Moving away from text-centred schools of criticism such as New Criticism, New Historicism reopened the interpretation of literature to the social, political, and historical milieu that produced it. To a New Historicist, literature is not the record of a single mind, but the end product of a particular cultural moment. New Historicists look at literature alongside other cultural products of a particular historical period to illustrate how concepts, attitudes, and ideologies operate across a broader cultural spectrum that is not exclusively literary. In addition to analysing the impact of historical context and ideology, New Historicists also acknowledge that their own criticism contains biases that derive from their historical position and ideology. Because it is impossible to escape one's own "historicity," the meaning of a text is fluid, not fixed. New Historicists attempt to situate artistic texts both as products of a historical context and as the means to understand cultural and intellectual history. In this sense New Historicism applies history of the text and history of the reader/critic to it simultaneously.

New historicism is based on parallel readings of literary and non-literary texts of the same historical period. It is less a theory and more a way of reading or textual practice according to the movement's leading thinker, Stephen Greenblatt who outlined his new historicist mission to 'speak with the dead' in 1980. New historicists argue that works of literature do not independently transcend their time, as the New Criticism claimed, but are instead always socially and politically implicated within their historical context. The movement therefore promoted a 'return to history' and shared a Marxist concern for the

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historical and ideological conditions that produce literature in relation to cultural mechanisms of social organization. New historicists suggest that all texts, including literature, are complicit in mediating historical, political, social and cultural anxieties whether these anxieties are explicitly discussed or not.

New historicists suggest that as history is always interpreted and written – in other words is always textual and has a form of narrative – it is not therefore a transparent process, but a practice bound up with the historian's interpretative subjectivity. The historian's own social and cultural context results in potential biases that new historicists argue will be reflected in writings that record history. Moreover, new historicists promote the idea that history is not closed or final, as traditional historians would claim, but is found in acts of interpretation that can negotiate new readings of the textual traces of the past. Louis Montrose has rightly defined New Historicism as "a reciprocal concern with the historicity of texts and the textuality of history."

A few historicists give equal critical weight to analysing the ways in which literature and historical texts negotiate social and political power. The literary text is not given priority over history in any new historicist essay. Critics might examine the life of the author and look at traditional historical sources like newspaper reports, letters or journal accounts or cast their net more widely to look at medical or penal records, advertisements or other more obscure documentary sources. Analysing this variety of texts alongside literature enables new historicists to find evidence of widespread power structures operating in society. They then identify potential patterns of subversion that expose networks of power operating across texts. A combined critical focus on literature and historical texts permits the identification of what Greenblatt terms 'social energies,' which he suggests are encoded across different types of text. New readings of history and literature allow critics to demonstrate the ways in which pervasive power structures operate in different types of text within a particular society at a particular time.

8. CONTRIBUTION OF FOUCAULT AND GREENBLATT

The influence of Michel Foucault and the contribution of its founder Stephen Greenblatt deserve special attention to understand New Historicism. Let us briefly refer to their views in this regard.

Michel Foucault is quite possibly the most influential critic of the last quarter-century. His interest in issues of power, epistemology, subjectivity, and ideology has influenced critics not only in literary studies but also in political science, history and anthropology. His willingness to analyse and discuss disparate disciplines (medicine, criminal science, philosophy, the history of sexuality, government, literature) as well as his questioning of the very principle of disciplinarity and specialization has inspired a host of subsequent critics to

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explore interdisciplinary connections between areas that had rarely been examined together. Foucault also had the ability to pick up common terms and give them new meaning, thus changing the way critics addressed such pervasive issues as "power," "discourse," "discipline," "subjectivity," "sexuality," and "government."

Individuals in society are both subject to and the subjects of disciplinary discourses, i.e. individuals are made into self-identifying subjects as the result of their place within a set of systems of knowledge to which they are subject. Foucault believes:

- Power is everywhere and comes from everywhere, and is exercised in largely unconscious ways through the forms of social organization that maintain order without direct action.
- New historicism takes this sense of literature's implication in systems of value to find in literary texts the mechanisms by which values are regulated, reinforced, or occasionally transformed.
- Power is inescapable: a certain gloom.

Power and Michel Foucault's interest in the ways in which this operates in society has been the main theoretical influence on New Historicism. The examination of diverse texts can uncover the extent to which power relations organize and promote accepted social thought and behaviours through discourse – language that signifies a conventional and authoritative way of thinking acceptable to society at a particular time.

Stephen Greenblatt's brilliant studies of the Renaissance have established him as the major figure commonly associated with New Historicism. Indeed, his influence meant that New Historicism first gained popularity among Renaissance scholars, many of whom were directly inspired by Greenblatt's ideas and anecdotal approach. This fascination with history and the minute details of culture soon caught on among scholars working in other historical periods, leading to the increasing popularity of culturally- and historically-minded studies.

Stephen Greenblatt is credited with launching New Historicism when he first used the term 'new historicism' in his work, The Power of Forms in the English Renaissance (1982).Greenblatt suggests that even ideas of selfhood are formed as a result of the power-based relations that are embedded in social discourse. He calls this self-fashioning and explains that subjectivity becomes less an act of autonomous self-creation and more the shaping of self to comply with an authoritative social power. In new historicist terms, subjectivity itself becomes a type of performance, with identities produced or fashioned to conform to mechanisms of social discipline that serve dominant cultural needs. The following statements of Greenblatt are significant:

- 'A work of art is the product of a negotiation between a creator or class of creators, equipped with a complex, communally shared repertoire of conventions, and the institutions and practices of society'.

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- 'Literature does not simply reflect relations of power, but actively participates in the consolidation and/or construction of discourses and ideologies. Literature is not simply a product of history; it actively makes history.'

9. AN OVERVIEW OF CULTURAL MATERIALISM

Raymond Williams, who coined the term Cultural Materialism, has four characteristics: (1) it uses the 'historical context' to refer towhat was happening at the time the text was written, (2) it incorporates 'theoretical methods' of structuralism and post-structuralism, (3) it uses the 'political commitment' of Feminist and Marxist theory, (4) it mainly analyses canonical texts that have become culturally prominent. Graham Holderness describes Cultural materialism as "a politicized form of historiography." The question arises is this: What do the terms 'culture' and 'materialism' mean in the context of Cultural Materialism? Culture in this sense does not limit itself to "high culture" but includes all forms of culture like TV and pop music; and Materialism is at odds with idealism. Idealists believe in the transcendent ability of ideas while materialist believe that culture cannot transcend its material trappings. In this way, Cultural Materialism is an offshoot of Marxist criticism. History, to a cultural materialist, is what has happened and what is happening now. In other words, Cultural Materialists not only create criticism of a text by contextualizing it with its own time period, but with successive generations including our own. Cultural Materialism bridges the gap between Marxism and Post-Modernism.

Cultural Materialism embraces change and gives us different but changing perspectives based on what we chose to suppress or reveal in readings from the past. Raymond Williams added to the outlook of Cultural Materialism by employing "structures of feeling." These are values that are changing and being formed as we live and react to the material world around us. They challenge dominant forms of ideology and imply that values are organic and non-stagnant.

The following comment by Terry Eagleton, an established critic himself, on Raymond Williams' concept of Cultural Materialism is significant:

"Britain's reply to new historicism was the rather different creed of cultural materialism, which--appropriately for a society with more vigorous socialist traditions--displayed a political cutting edge largely lacking in its transatlantic counterpart. The phrase "cultural materialism," had been coined in the 1980s by Britain's premier socialist critic, Raymond Williams, to describe a form of analysis which examined culture less as a set of isolated artistic monuments than as a material formation, complete with its own modes of production, power-effects, social relation, identifiable audiences, historically conditioned thought forms. It was a way of bringing an unashamedly materialist analysis to bear on that realm of social existence--'culture'--which was thought by conventional

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criticism to be the very antithesis of the material; and its ambition was less to relate 'culture' to 'society,' in William's own earlier style, than to examine culture as always-already social and material in its roots. It could be seen either as anenrichment or a dilution of classical Marxism: enrichment, because it carried materialism boldly through to the 'spiritual' itself; dilution, because in doing so it blurred the distinction, vital to orthodox Marxism, between the economic and the cultural. The method was, so Williams himself announced, 'compactible' with Marxism, but it took issue with the kind of Marxism which had relegated culture to secondary, 'superstructural' status, and resembled the new historicist in its refusal to enforce such hierarchies. It also paralleled the new historicism on taking on board a whole range of topics--notably, sexuality, feminism, ethnic and post-colonial questions--to which Marxist criticism had traditionally given short shrift. To this extent, cultural materialism formed a kind of bridge between Marxism and postmodernism, radically revising the former while wary of the more modish, uncritical, unhistorical aspects of the latter. This, indeed, might be said to be roughly the stand to which most British left cultural critics nowadays take up." (Terry Eagleton, Literary Theory: An Introduction, Minneapolis: University of Minnesota Press, 2008, p. 198-9)

10. BASIC DIFFERENCE BETWEEN NEW HISTORICISM AND CULTURAL MATERIALISM

There are a number of similarities between this school and Marxism, especially a British group of critics making up a school usually referred to as Cultural Materialism. Both New Historicists and Cultural Materialists are interested in recovering lost histories and in exploring mechanisms of repression and subjugation. The major difference is that New Historicists tend to concentrate on those at the top of the social hierarchy (i.e. the church, the monarchy, the upper-classes) while Cultural Materialists tend to concentrate on those at the bottom of the social hierarchy (the lower-classes, women, and other marginalized peoples). Also, though each of the schools practices different kinds of history, New Historicists tend to draw on the disciplines of political science and anthropology given their interest in governments, institutions, and culture, while Cultural Materialists tend to rely on economics and sociology given their interest in class, economics, and commodification. New Historicists are, like the Cultural Materialists, interested in questions of circulation, negotiation, profit and exchange, i.e. how activities that purport to be above the market (including literature) are in fact informed by the values of that market. New Historicism is also more specifically concerned with questions of power and culture (especially the messy commingling of the social and the cultural or of the supposedly autonomous self and the cultural/ political institutions that in fact produce that self).

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New Historicism and Cultural Materialism have a significant overlap. In fact the main difference is politics. There are three main differences:

1. Cultural Materialists concentrate on the interventions whereby men and women make their own history, whereas New Historicists focus on the power of social and ideological structures which restrain them. This is a contrast between political optimism and political pessimism.
2. Cultural Materialists view New Historicists as cutting themselves off from effective political positions by their acceptance of a particular version of post-structuralism.
3. New Historicists will situate the literary text in the political situation of its own day, while the Cultural Materialists situate it within that of our own.

11. NEW HISTORICISM AND CULTURAL MATERIALISM TODAY

New historicism and cultural materialism are engaged in the process of renewing our images of the past, of revisiting the past. They carry out this work to different ends: new historicism aims to show that each era or period has its own conceptual and ideological frameworks, that people of the past did not understand concepts like 'the individual', 'God', 'reality' or 'gender' in the same way that we do now; cultural materialism aims to show that our political and ideological systems manipulate images and texts of the past to serve their own interests, and that these images and texts can be interpreted from alternative and radically different perspectives, often constructed by placing those images or texts in their historical contexts. It is argued that both new historicism and cultural materialism are concerned from the beginning with the concept of 'difference', both historical and cultural difference, and that this concept becomes important in explaining how both critical practices have changed in recent years. In the 1980s both were interested in stressing the extent to which the past differs from contemporary uses of the past, the extent to which the past is alien or 'other' to our own modern system of understanding, and, borrowing from Foucault and Geertz, new historicists and cultural materialists were at the same time aware of the structural similarities between this historical difference and the cultural differences being emphasised by postcolonial critics, feminists, gay theorists and race theorists.

12. SUMMARY

New Historicism is a literary critical movement, which first developed in the 1980s. The new historical approach emphasizes the cultural context in which

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text is produced, rather than focusing exclusively on the formal structure of the text itself. New Historicism posits that literary works are not singular or solitary forms, but, instead, a product of different networks of socio-material practices. As such, literary works should be interpreted, not for their universal themes or historical content, but for their meaning as objects embedded in a certain socio-historical milieu. Thus, to understand a literary text, critics need to first understand the author's background and the cultural context in which the work was produced.Literary texts are traversed by history's forces, but history is itself a textual construction.Stephen Greenblatt is credited with launching New Historicism. He first used the term 'new historicism' in his work, The Power of Forms in the English Renaissance (1982)

Cultural materialism emerged as a theoretical movement in the early 1980s along with new historicism, an American approach to early modern literature, with which it shares much common ground. The term was coined by Williams, who used it to describe a theoretical blending of leftist culturalism and Marxist analysis. The term 'culture' does not merely mean high art; it includes low and popular arts like diction, television and cinema. Culture, it is believed, can never transcend material forces and relations of production. Culture is a process and not a fixed entity. Cultural materialism subverts and undermines the power grid. The result is it is more positive, compared to negative conclusions of New Historicism. This Cultural materialism, in questioning the dominant forces, always supports the oppressed f groups.

13. CHECK YOUR PROGRESS-1

Answer the following in a sentence or two.

1. State the definition of New Historicism by Loius Montrose.
2. In which book did Stephen Greenblatt first use the term 'New Historicism'?
3. Whose views on 'power' greatly influenced the New Historicist thinking most?
4. Which is the phrase that Raymond Williams used to add to the outlook of Cultural Materialism?
5. State the phrase that Graham Holderness used in order to describe Cultural materialism.
6. Which famous book was quoted as too simplistic in its view of history by New historicists?

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14. CHECK YOUR PROGRESS-2

Fill in the blanks in the following:

1. Cultural Materialism is an offshoot of ----- criticism
2. New Historicism, unlike -----, insists on parallel readings of literature and history texts.
3. New Historicism replaced the school of ----- that insisted only on close readings of texts.
4. According to Terry Eagleton, Cultural Materialism to some extent formed a kind of bridge between ----- and -----.
5. The proper way to understand literature, according to New Historicism, is through the ----- and ----- that produced it.
6. If New Historicism has political optimism, Cultural Materialism has -----.

15. EXERCISE

1. What is the critical approach of New Historicism? How is it opposed to that of New Criticism?
2. Bring out the difference between Old Historicism and New Historicism.
3. Comment on the similarities and differences in New Historicism and Cultural Materialism.
4. Bring out the contribution of Michel Foucault, Stephen Greenblatt and Raymond Williams to the critical schools they were associated with.
5. 'Literature is not simply a product of history; it actively makes history.' Discuss the validity of this remark in the context of New Historicism and Cultural Materialism as critical schools.

16. ANSWERS TO CHECK YOUR PROGRESS-1

1. According to Louis Montrose, New historicism is "a reciprocal concern with the historicity of texts and the textuality of history."
2. Stephen Greenblatt first used the term "New Historicism' in his bookThe Power of Forms in the English Renaissance in 1982.

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3. Michel Foucault's views on 'power' greatly influenced the New Historicist thinking.
4. Raymond Williams used the phrase "structures of feeling" to add to the outlook of Cultural Materialism.
5. Graham Holderness described Cultural materialism as "a politicized form of historiography."
6. E. M. W. Tillyard's famous book The Elizabethan World Picturewas quoted as too simplistic in its view of history by New historicists.

17. ANSWERS TO CHECK YOUR PROGRESS-2

1. Marxist
2. Old Historicism
3. New Criticism
4. Marxism; postmodernism
5. Culture; society
6. Political pessimism

18. FURTHER READING

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UNIT - 9
POSTCOLONIAL CRITICISM

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1. OBJECTIVES

After studying this unit, you will understand

1. The significance of Colonialism and Postcolonialism
2. The meaning of Post-colonial and Postcolonial
3. The nature of Postcolonial criticism
4. The concept of Orientalism by Edward Said

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5. The critical contribution of Homi K. Bhabha
6. The significance of Gayatri Spivak Chakravorty as a critic

2. INTRODUCTION

Postcolonial criticism analyses and critiques the literature, poetry, drama, and prose fiction of writers who are subjects of countries that were governed by or were colonies of other nations, primarily England and France, and, to a lesser extent, the United States. Postcolonial criticism deals mainly with the literatures of Africa, Asia, and the Caribbean by analysing the interactions between the culture, customs and history of indigenous peoples and of the colonial power that governs them. Postcolonial criticism is part of a larger field called cultural studies or race and ethnicity studies.

To understand the importance of postcolonial literature, a reader should understand the scope of European involvement in the lives of people around the world. Between the fifteenth and nineteenth centuries, European countries conquered, governed, and otherwise had interests in the majority of nations around the world. Colonialism had begun principally through mercantile activity and the protection of mercantile companies, such as the British East India Company, by the British navy and the navies of other trading countries. By the mid-twentieth century, however, domination by Europe began to end, as colonized countries staged successful independence movements. By 1980, Britain had lost all but a few of its colonial holdings; Hong Kong remained British until 1997 and Australia remained British until 1999.

Postcolonial literary criticism is a recent development. Formerly known as commonwealth studies, postcolonial literary studies includes examinations of works by authors from colonized nations. After nationalism, indigenous novelists and poets finally were able to express freely their own thoughts and feelings about the effects of the long-term conquest of their peoples, their traditions, and their customs. Although some literature from the East originated in these early days of colonial rule, the great mass of postcolonial literature began as colonies gained their independence.

3. MEANING OF 'POST-COLONIAL' AND 'POSTCOLONIAL'

The term 'Post-colonial' refers to the period that followed the colonial era. But later on the features of 'Post-colonial' period acquired distinct meanings; hence the hyphen was removed and the word was spelt 'Postcolonial' to mean the qualitative features of the 'post-colonial' literature. For example, a book written after 1947 in India may be 'post-colonial' but not 'postcolonial' if it does not possess the qualities or features of postcolonial writing.

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Post-colonialism is a complicated theory with many meanings. It is a diverse subject and it is related very much to Post-modernism. Basically, the two weigh similar but post- colonialism is much more broken down.

In this context, Michel Foucault says, "Post-colonial is a word possessed of as many meanings as there are theorists to define it, and the concerns it addresses would surely exist whether the word did or did not. Finally then, post-colonial is, like any other theoretical category, a useful tool for evaluation, a tool made the more useful when used in conjunction with, and opposition to, the multitude of other contextual frameworks available for the understanding of culture-one of many, and all of value."

We can see from this quotation that it is a very diverse subject which a lot of other theories can be applied. Many people have many different things to say about it and there is no real right or wrong answer. Post-colonialism does not focus on one centre, it is not historically devoted. It deals with many different centres and looks deeper into each one. It looks at experiences and backgrounds of different groups and discourses as some theorists do.

The term "post-colonial" may be assumed to be misleading since it refers to the period when the colonies of ex-European empires became independent sovereign states. However, this definition would only mean that the colonial rule ceased by its all means. Given that the political independence is even an illusion for these ex-colonies, colonialism continues in a neo-colonial mode after taking different forms. The post-colonial literature, therefore, shows consensus in using the concept of post-colonialism to cover all practices used in the process starting from the beginning of colonialism till today. Post-colonialism is a continuing process of resistance and reconstruction and postcolonial theory, thereby, involves discussion about experience of various kinds such as slavery, displacement, emigration, suppression, resistance, representation, difference, racial and cultural discrimination and gender; none of which is 'essentially' post-colonial, but together they form the complex fabric of the field. The term 'postcolonial' has come to stand for "both the material effects of colonization and the huge diversity of everyday and sometimes hidden responses to it. This term represents the continuing process of imperial suppressions and exchanges throughout the diverse range of societies, in their institutions and practices. Like the description of any other field the term has come to mean many things. The rich heterogeneity of this theory and the immense range of studies from which the theorization of post-colonial literatures has emerged indicate that the task undertaken by the post-colonial theory is not an easy one. Postcolonial and subaltern studies also point out the legacies of colonial era, particularly in the economic field, which reproduces the unequal relations between the metropolitan centres and their ex-colonies.

4. POSTCOLONIALISM AND POSTCOLONIAL THEORY

Postcolonialism can be seen as a critical analysis of history, culture, literature and modes of discourse specific to the former colonies of England,

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Spain, France and other European colonial powers. It focuses on Third World Countries in Africa, Asia, Caribbean & South America as well as Canada, Australia and New Zealand. Post-Colonial literatures are a result of the interaction between imperial culture and the complex of indigenous cultural practices.

Postcolonial theory is a sustained attention to the imperial process in colonial and neo-colonial societies, and an examination of the strategies to subvert the actual material and discursive effects of the process. It begins from the very first moment of colonial contact and is the discourse of opposition which colonialism brings into being. Although it is almost greatly diverse, there are some identifiable characteristics of Postcolonial theory: (1) Rejection on master-narrative of Western imperialism. (2) Concern with the formation within Western practices of the colonial and post-colonial "subject."

The rise of theoretical interest in Post-colonial has coincided with the rise of Post-Modernism in Western society. This has led to a considerable amount of overlap and confusion between the two, largely because the major project of Post-Modern is the deconstruction of the centralized, logocentric master narratives of European Culture. This is similar to the major project in Post-Colonialism of dismantling the central imperial discourse.

Some other overlaps of the two theories are:

(1) Decentering of discourse

(2) Focus on significance of language

(3) Focus on writing in the construction of experience

(4) Use of subversive strategies of mimicry/parody and irony.

In both conquest and colonization, texts and textuality play a major part. European texts and representations were seen and thought of as normative. These texts were not accounts of people and societies, but a projection of European fears and desires, under the guise of "scientific" or "objective" knowledge. These texts were then projected onto the colonized through formal education or cultural relations.

Post-Colonialism thus is an incredibly diverse field of study, involving artists from all over the world. There are precious few places which Colonialism has left untouched and this creates a fertile ground for art which challenges and resists the Eurocentric norms of creative expression.

5. POSTCOLONIAL CRITICISM

Postcolonial criticism is an interdisciplinary field that examines the global impact of European colonialism, from its beginnings in the fifteenth century to the present. This is achieved through interrogating what made colonialism so powerful, recovering excluded or marginalized voices, and by theorizing the

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complexities of colonial, neo-colonial, and postcolonial identity; national belonging; and globalization.

Postcolonial literary criticism focuses specifically on literatures produced by subjects in the context of colonial domination, most notably in Africa, asia and the Caribean. It seeks to explore the complex interactions and antagonisms between naïve, indigenous, pre-colonial cultures and the imperial cultures imposed on them.

At the heart of postcolonial studies is the nature of representation. More specifically, it interrogates the ways in which Western representations of third world countries serve the political interests of their makers. On avenue of this process is through education. Postcolonial theorists aim to show how institutions of western education, including the study of English literature and English Language, function in the spread of imperialism by inculcating Western Eurocentric values. Thus the colonial literary education supports a cultural colonization that helps Western colonizers rule by consent, long after slavery's chains have been broken.

6. BRIEF HISTORY OF POSTCOLONIAL THEORY

Postcolonial theory is a body of thought primarily concerned with accounting for the political, aesthetic, economic, historical, and social impact of European colonial rule around the world in the 18th through the 20th century. Postcolonial theory takes many different shapes and interventions, but all share a fundamental claim: that the world we inhabit is impossible to understand except in relationship to the history of imperialism and colonial rule. This means that it is impossible to conceive of European philosophy, European literature or European history as existing in the absence of Europe's colonial encounters and oppression around the world. It also suggests that colonized world stands at the forgotten center of global modernity. The prefix "post" of "postcolonial theory" has been rigorously debated, but it has never implied that colonialism has ended; indeed, much of postcolonial theory is concerned with the lingering forms of colonial authority after the formal end of Empire. Other forms of postcolonial theory are openly trying to imagine a world after colonialism, but one which has yet to come into existence. Postcolonial theory emerged in the US and UK academies in the 1980s as part of a larger wave of new and politicized fields of humanistic inquiry, most notably feminism and critical race theory. As it is generally constituted, postcolonial theory emerges from and is deeply indebted to anticolonial thought from South Asia and Africa in the first half of the 20th century. In the US and UK academies, this has historically meant that its focus has been these regions, often at the expense of theory emerging from Latin and South America. Over the course of the past thirty years, it has remained simultaneously attached to the fact of colonial rule in the first half of the 20th

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century and committed to politics and justice in the contemporary moment. It has taken multiple forms: it has been concerned with forms of political and aesthetic representation; it has been committed to accounting for globalization and global modernity; it has been invested in reimagining politics and ethics from underneath imperial power, an effort that remains committed to those who continue to suffer its effects; and it has been interested in perpetually discovering and theorizing new forms of human injustice, from environment to human rights. Postcolonial theory has influenced the way we read texts, the way we understand national and transnational histories, and the way we understand the political implications of our own knowledge as scholars. Despite frequent critiques from outside the field, as well as from within it, postcolonial theory remains one of the key forms of critical humanistic interrogation in both academia and in the world.

7. SIGNIFICANT FEATURES OF POSTCOLONIAL CRITICISM

(A) It believes that History is written by the Victors. Post-colonial criticism is similar to cultural studies, but it assumes a unique perspective on literature and politics. Specifically, post-colonial critics are concerned with literature produced by colonial powers and works produced by those who were or are colonized. Post-colonial theory looks at issues of power, economics, politics, religion, and culture and how these elements work in relation to colonial hegemony as Western colonizers controlled the colonized.

Therefore, a post-colonial critic might be interested in works such as Daniel Defoe's Robinson Crusoe where colonial "ideology [is] manifest in Crusoe's colonialist attitude toward the land upon which he's shipwrecked and toward the black man he 'colonizes' and names Friday." In addition, post-colonial theory might point out that "despite Joseph Conrad's obvious anti-colonist agenda in Heart of Darkness, the novel points to the colonized population as the standard of savagery to which Europeans are contrasted." Post-colonial criticism also takes the form of literature composed by authors that critique Euro-centric hegemony.

(B) It has a unique perspective on Empire. Seminal post-colonial writers such as Nigerian author Chinua Achebe and Kenyan author Ngugi wa Thiong'o have written a number of stories recounting the suffering of colonized people. For example, in Things Fall Apart, Achebe details the strife and devastation that occurred when British colonists began moving inland from the Nigerian coast. Rather than glorifying the exploratory nature of European colonists as they expanded their sphere of influence, Achebe narrates the destructive events that led to the

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death and enslavement of thousands of Nigerians when the British imposed their Imperial government. In turn, Achebe points out the negative effects, and shifting ideas of identity and culture, caused by the imposition of Western religion and economics on Nigerians during colonial rule.

(C) It questions the role of western literary canon that exercises power and hegemony over the literatures of the colonized people. Post-colonial criticism also questions the role of the Western literary canon and Western history as dominant knowledge-making forms. The terms "First World," "Second World," "Third World" and "Fourth World" nations are critiqued by post-colonial critics because they reinforce the dominant positions of Western cultures populating First World status. This critique includes the literary canon and histories written from the perspective of First World cultures. For example, a post-colonial critic might question the works included in "the canon" because the canon does not contain works by authors outside Western culture. Moreover, the authors included in the canon often reinforce colonial hegemonic ideology, such as Joseph Conrad. Western critics might consider Heart of Darkness an effective critique of colonial behavior. But post-colonial theorists and authors might disagree with this perspective. For example, Chinua Achebe observes, the novel's condemnation of European is based on a definition of Africans as savages: beneath their veneer of civilization, the Europeans are, the novel tells us, as barbaric as the Africans. And indeed, Achebe notes, the novel portrays "Africans as a pre-historic mass of frenzied, howling, incomprehensible barbarians."

(D) The typical questions raised by Postcolonial critics are as follows:

- How does the literary text, explicitly or allegorically, represent various aspects of colonial oppression?
- What does the text reveal about the problems of post-colonial identity, including the relationship between personal and cultural identity and such issues as double consciousness and hybridity?
- What persons or groups does the work identify as "other" or stranger? How are such persons/groups described and treated?
- What does the text reveal about the politics and/or psychology of anti-colonialist resistance?
- What does the text reveal about the operations of cultural difference - the ways in which race, religion, class, gender, sexual orientation, cultural beliefs, and customs combine to form individual identity - in shaping our perceptions of ourselves, others, and the world in which we live?

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- How does the text respond to or comment upon the characters, themes, or assumptions of a canonized (colonialist) work?
- Are there meaningful similarities among the literatures of different post-colonial populations?
- How does a literary text in the Western canon reinforce or undermine colonialist ideology through its representation of colonization and/or its inappropriate silence about colonized peoples?

8. MAJOR POSTCOLONIAL THEORISTS: FRANTZ FANON

Let us refer briefly to the contribution of some of the major Postcolonial theorists and critics like Frantz Fannon, Edward Said, Homi K. Bhabha and Gayatri Chakravorty Spivak. In their own way, each one of them has added substantially to the Postcolonial theory.

Frantz Fanon, a distinguished African psychiatrist and philosopher who took part in the Algerian Nationalist Movement, was one of the most important theorists of revolutionary struggle, colonialism, and racial difference in history. Fanon's masterwork The Wretched of the Earth (1961) is a classic. The title refers to the natives of africa under the British rule; they are the wretched of the earth. In the book, he analyzed and described the nature of colonialism as essentially destructive. Its societal effects—the imposition of a subjugating colonial identity—are harmful to the mental health of the native peoples who were subjugated into colonies. Fanon wrote that the ideological essence of colonialism is the systematic denial of "all attributes of humanity" of the colonized people. Such dehumanization is achieved with physical and mental violence, by which the colonist means to inculcate a servile mentality upon the natives.

Through critiques of nationalism and of imperialism, Fanon presents a discussion of personal and societal mental health, a discussion of how the use of language (vocabulary) is applied to the establishment of imperialist identities, such as colonizer and colonized, to teach and psychologically mold the native and the colonist into their respective roles as slave and master.

9. EDWARD SAID'S CONCEPT OF "ORIENTALISM"

This work focuses on the binary: Orient vs Occident or, simply put, East vs West. Edward Said concentrates on the images and ideas of the Orient that

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are at the forefront of Western thought. Said believes that scholars and artists in the West failed to accurately describe the people, environment and the culture of the Orient. Rather than describe the Orient with fairness and accuracy, these people instead prescribed the qualities that the West would prefer the Orient to possess. This would allow the people from the West viewing the Orient to define themselves by giving the people in the Orient qualities which were considered inferior. Said illustrates this as follows:

The Orient was almost a place of European invention, and have been since antiquity a place of romance, exotic beings, haunting memories and landscapes, remarkable experiences. .. The Orient is not only adjacent to Europe; it is also the place of Europe's greatest and richest and oldest colonies, the source of its civilizations and languages, its cultural contestant, and one of its deepest and most recurring images of the Other.

Another problem Said has with the colonial relationship between the West and the Orient is the view of the West as one homogenous entity. Just as there are many groups of people, cultures, nations lumped together into the term 'East' or 'Orient', the West is also being viewed as having one culture, perspective, viewpoint. Said's opinion on this subject comes out clearly in the following:

I have begun with the assumption that the Orient is not an inert fact of nature. It is not merely there, just as the Occident itself is not just there either.

The key to Said's Orientalism is the understanding that any ideas of the East, or West, are man-made. They are products of the imaginations of generations of people and are not necessarily grounded in reality.

Let us now refer to the content of the book Orientalism. Edward Said begins Orientalism by explaining how Orientalism is defined within three different contexts. Academically, the term refers to the act of studying or otherwise engaging with the Orient. In a more informal context, Orientalism is a way of thinking about the Orient when contrasted with the Occident—the West. Finally, Said evokes Michel Foucault's concept of discourse to describe how historically, Orientalism is a specifically "Western style for dominating, restructuring, and having authority over the Orient." He states that his goal in writing Orientalism is to describe how the concept of Orientalism was constructed historically, to serve French and British imperialist agendas, and how Orientalism is constructed today. His focus is on describing the framework for the creation and perpetuation of the concept of Orientalism.

After defining Orientalism and laying out his thesis, Said moves to a discussion of the assumptions behind his work. He clarifies that while the concept of Orientalism is constructed, the Orient itself is, in fact, a real location. Secondly, to study the Orient means, inherently, the need to study the power dynamics between the Orient and the Occident. Finally, while Orientalism is a construct, it has very real consequences for the Orient and is not easily subject to change because of hegemony, that condition when "certain cultural forms predominate over others." While Orientalism is not inherently a political text, the subject

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necessitates a discussion of politics as Orientalism is both a cultural and political construct. A large array of literature exists on the Orient. However, Said chooses to frame his work within the confines of how Orientalism has been shaped by the French, British, and Americans.

In his definitions of Orientalism, Said makes clear that the concept is a construct or a framework of thinking created by outside agents. Edward Said claims that Orientalism has been created through the domination of one culture, the Occident, over another, the Orient. However, he emphasizes that Orientalism is a cultural construct and has very real implications for the interaction between the Orient and the Occident.

Edward Said on Joseph Conrad's novella Heart of Darkness

Heart of Darkness is a good example to explain Said's theories because we are only given the view of Africa from the point of view of its narrator Marlow, a Westerner. In other words, we are relying on a person, whose perspective cannot be relied on, to give the description of Africa as he travels down the Congo River. From this point of view comes the justification for colonization: they are godless, barbaric people and we will be doing them a great service by enlightening these people to our better society. This is not explicitly stated in the novella; however, this point of view can be seen behind most imperial justifications.

Said believes that Conrad presents the character of Marlow as reinforcing the imperialist perspective because, quite simply, there was not another option available to the author writing in the late nineteenth century. Conrad was also limited in how he could present the novella to the audience at the time. Said says, "Heart of Darkness cannot just be a straightforward recital of Marlow's adventures: it is also a dramatization of Marlow himself, the former wanderer in colonial regions, telling his story to a group of British listeners at a particular time and in a specific place." The key word in this quote is "dramatization". This is what Said believes that all depictions of the Orient, as well as the Occident, are simply embellished for dramatic effect or financial gain.

Said believes that two "visions" emerge from the book Heart of Darkness. The first view is that colonialism is still occurring in the world today. The former colonial powers have retained authority in region formerly known as colonies. As Said states, "Westerners may have physically led their old colonies in Africa and Asia, but they retained them not only as markets but as locales on the ideological map over which they continued to rule morally and intellectually. The second "vision" that emerges from Heart of Darkness is that of colonialism being of a specific time and place and like all other forms of government or rule would eventually come to an end. Said describes this vision below,

Conrad does not give us the sense that he could imagine a fully realized alternative to imperialism: the natives he wrote about in Africa, Asia, or America were incapable of independence, and because he seemed to imagine that

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European tutelage was a given, he could not foresee what would take place when it came to an end. But come to an end it would, if only because—like all human effort, like speech itself- it would have its moment, then it would have to pass.

10. RECENT POSTCOLONIAL THEORY: HOMI BHABHA

Homi K. Bhabha is a leading voice in postcolonial studies and is highly influenced by Western poststructuralist theorists, notably Jacques Derrida, Jacques Lacan, and Michel Foucault. He points out how there is always ambivalence at the site of colonial dominance. He uses concepts such as 'mimicry' and 'hybridity' to argue that cultural production is always most productive where it is most ambivalent.

The terms hybridity and ambivalence are used by Bhabha to explain "the fuzziness and ambiguity of the construction of an Other. Indigenous peoples are thrust into identities formed through the dominant culture's political and social ideals. Indigenous people are slaves to their indifference which is created in language. The vast number of indigenous cultural groups is herded into generic constructions of identity. They share certain constructs but at the same time differ in ways which language is incapable or unwilling to recognize. The indigenous groups are invited into the dominant culture but never become completely immersed into it resulting in the sustaining of authority by the colonizer.

Hybridity

Identity is always in constant flux making no unified self. The split or hybrid colonial subject can exist anywhere in the colonial world. He is undifferentiated by gender, class or location. Without the Other there is no authority, so through hybridization, an Other is formed which the Eurocentric world may rule over. The indigenous Other cannot escape the boundaries of colonial discourse. By maintaining hybridity among the Other the dominant discourse easily controls these smaller groups or cultures.

Mimicry

Mimicry is the obligation of the colonized to mirror back the image which the colonizer provides producing neither identity nor difference for the colonized. The 'Other' is admitted into the system but is simultaneously the subject of colonial authority. Mimicry emerges as one of the most elusive and effective strategies of colonial power and knowledge. Mimicry is the desire for a reformed, recognizable Other, as a subject of difference that is almost the same but not quite. Homi Bhabha looks at mimicry as a double vision which explains that indigenous people are constructed by language to fit society but remain subject to authority.

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11. POSTCOLONIAL FEMINISM: GAYATRI CHAKRAVORTY SPIVAK

Her Concept of the Subaltern

The concept of the subaltern is an example of the way Gayatri Chakravorty Spivak uses strategic essentialism to aid in her theories. "Subaltern" refers to the people who have been as equally instrumental in history as the Europeans, but have been under-represented with their hidden history to the historians who study them. Subaltern can be broken up into 'sub' meaning under or below, and 'altern' meaning alternative or marginalized. Spivak's main concern is with the people of India, and repressed females in Asia. Spivak's main argument concerning the subaltern is that there is no way the subaltern can ever be heard. She addresses this problem in one of her most influential essays, Can the Subaltern Speak? The answer, according to Spivak, is no. As soon as the subaltern tries to acquire a voice, they must move into the dominant discourse to be understood. Therefore, they must remove themselves from the subaltern position, which also means that they are no longer speaking from that position. Since there is no way to get out of this cycle, Spivak has concluded that the subaltern is a silent position.

Spivak's original essay "Can the Subaltern Speak?" transformed the analysis of colonialism through an eloquent and uncompromising argument that affirmed the contemporary relevance of Marxism while using deconstructionist methods to explore the international division of labour and capitalism's "worlding" of the world. Spivak's essay emphasizes the historical and ideological factors that obstruct the possibility of being heard for those who inhabit the periphery. It is a probing interrogation of what it means to have political subjectivity, to be able to access the state, and to suffer the burden of difference in a capitalist system that promises equality yet withholds it at every turn. However, a book entitled Can the Subaltern Speak? – Reflections on the History of an Idea by Rosalind Morris (2010) included articles of eight scholars on Spivak's basic thesis. Since its publication, the book has been cited, invoked, imitated, and critiqued. In these phenomenal essays, scholars take stock of the effects and response to Spivak's work. They begin by contextualizing the piece within the development of subaltern and postcolonial studies and the quest for human rights. Then, through the lens of Spivak's essay, they rethink historical problems of subalternity, voicing, and death. This is indeed a tribute to Spivak's original contribution to Postcolonial criticism.

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12. SUMMARY

Postcolonial theory offers a critical approach to analyzing the literature produced in countries that were once colonies, especially of European powers such as Britain, France, and Spain. Postcolonial theory also looks at the broader interactions between European nations and the societies they colonized by dealing with issues such as identity (including gender, race, and class), language, representation, and history. Because native languages and culture were replaced or superseded by European traditions in colonial societies, part of the postcolonialist project is reclamation. Acknowledging the effect of colonialism's aftermath—its language, discourse, and cultural institutions—has led to an emphasis on hybridity, or the mingling of cultural signs and practices between colonizer and colonized. The Palestinian American cultural critic Edward Said was a major figure of postcolonial thought, and his book Orientalism is often credited as its founding text. Other important postcolonial critics include Homi K. Bhabha and Gayatri Chakravorty Spivak.

13. CHECK YOUR PROGRESS-1

Answer the following in a sentence or two:

1. How does Edward Said define 'Orientalism'?
2. Explain briefly the term 'subaltern.'
3. What do Orient and Occident refer to?
4. What do you understand by 'Other'?
5. What makes the indigenous people of the colony culturally hybrid according to Homi Bhabha?
6. Postcolonial theory is applied to the literatures of which region?

14. CHECK YOUR PROGRESS-2

Fill in the blanks in the following:

1. The title of the famous essay by Gayatri Spivak on the marginalized natives in colonies is -----.
2. The most elusive and effective strategies of colonial power and knowledge, according to Bhabha is -----.

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3. -----, the narrator of Conrad's Heart of Darkness is a -----.
4. Homi Bhabha, a postcolonial critic of repute, was influenced by ----- theorists.
5. Though the Orient itself is, in fact, a real location, the concept of Orientalism, according to Edward Said is -----.
6. Postcolonial criticism believes that history is written by the -----.

15. EXERCISES

1. What is Postcolonial criticism? Why has it become significant today?
2. What are the significant features of Postcolonial theory? Explain briefly.
3. Elucidate and bring out the significance of Edward Said's concept of Orientalism.
4. Explain Homi Bhabha's concepts of hybridity and mimicry in brief.
5. Discuss Joseph Conrad's Heart of Darkness as a postcolonial novel.
6. State and explain Gayatri Chakravorty Spivak's view in her article Can the Subaltern Speak?

16. ANSWERS TO CHECK YOUR PROGRESS-1

1. For Edward Said, Orientalism is a specifically the "Western style for dominating, restructuring, and having authority over the Orient."
2. The term subaltern designates the colonial populations who are socially, politically, and geographically outside the hierarchy of power of a colony, in short those who are oppressed or marginalized.
3. Orient refers to the East and Occident refers to the West.
4. The 'Other' means the opposite; in postcolonial context it refers to the Orient and people in it.
5. The indigenous people try to imitate the Colonizers but are not able to; hence they become culturally hybrid. They belong neither to the East nor to the West.
6. Postcolonial theory tries to study literatures written in the erstwhile colonies of the British, French and other European countries like those in Asia, Africa and the Caribbean.

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17. ANSWERS TO CHECK YOUR PROGRESS-2

1. "Can the Subaltern Speak?"
2. Mimicry.
3. Marlow; Westerner.
4. Poststructuralist
5. Historically constructed.
6. Victors.

18. FURTHER READING

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UNIT – 1
VALUATION OF SHARES AND GOODWILL

Valuation of Shares

Though, the company fixed the value of its shares, which is termed as face value, the actual price may be different and therefore, it becomes necessary to value the shares in the following circumstances :

1) When unquoted shares are to be sold by the shareholders.

2) For estate duty purpose.

3) At the time of amalgamation, absorption and reconstruction.

4) If loan is to be raised on the security of shares.

5) Conversion of one class of shares into another's class.

There are two conventional method of valuation of shares

1. Net assets method & 2. Yield method.

1. Net assets method

This method is also called balance sheet method or asset backing method, on intrinsic or break – up value method. Under this method an attempt is made to determine as to how much amount per shares a shareholders will receiver on the date of determination of the value of shares. For this purpose it is necessary to determine the net assets of the business as on that date. Net assets means the total of realizable assets including non- trading investment and goodwill less total of third party liabilities. As only realizable assets are to be taken the items such as preliminary expenses, discount on debentures / shares. Underwriting commission, profits and loss account debit balance etc.., appearing under the heading miscellaneous expenditure and losses are not to be taken into consideration similarly, realizable values and not the books values are to be considered.

The intrinsic value per shares is arrived at by dividing the value of net assets by the number of shares issued and subscribed.

Important : 1

While taking third party liabilities, even contingent liabilities are to be considered.

2. Depreciation fund : if there is a depreciation funds in respects of any fixed assets and no change in the value of that assets is given the depreciation funds is to be deducted from the value of that asset to get its realizable value. However, if realizable value of such asset s is given separately, the depreciation funds is not to be considered at all.

3. Realizable values :ifrealizable values of any assets are not mentioned, their book- valued are to be taken as realizable values.

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This method is generally not recommended for going concern as yield or earning is the main factor in their in their case. However, it is suitable for investment companies and the companies having highly uneven past results.

Intrinsic value per equity shares is arrived at as under :

Present or market value realizable

Value of all tangible assets ----------

Value of goodwill ----------

Less : third party liabilities ----------

Contingent liabilities including

Arrears of preference shares

Dividend preference share capital ----------

(provided they have preference over

Equity shares for repayment of capital)

=amount available for equity shareholders ----------

Intrinsic value per shares = amount available/

No. of equity share issued & subscribed ----------

Another method of determining net assets

Available for equity shareholders paid –up

Equity shares capital

Add: i)items under reserve & surplus such

As general reserve, capital reserve, dividend

Equalization reserve ----------

ii) profit on revaluation of assets ----------

less :i) item under miscellaneous expenditure

&losses such as discount on debenture / shares,

Underwrites commission, preliminary expenses,

Profit and loss account debit balance ----------

ii) loss on revaluation of assets ----------

net assets = ----------

preference shares capital and dividend in arrears

i) if preference shares have no priority for repayment of capital, the value of net assets is to be apportioned between preference shares and equity shares in the ratio of their paid-up capitals.

ii) if preference shares have priority for repayment of their capital only, from the balance preference share capital is to be deducted.

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iii) if preference shares have priority for payment of divided also, the arrest of dividend are also to be deducted from balance.

iv) if preference have priority for payment of dividend, only arenas of dividend are to be deducted from the balance and not the preference shares capital.

Note 1. unless otherwise stated, preference shares are always to be presumed as having preference over equity shares in respects of payment of dividend and repayment of capital.

2. The term balance used above means the balance of assets remaining after deduction therefrom all other liabilities.

Illustrations

Illustrations 1 :

Determine the intrinsic value of each equity shares on the basic of the following balance sheet of xyz ltd…, and the information supplied.:

Balance Sheet

Liabilities	Rs.	Assets	Rs.
Share capital		Goodwill	10,000
7,000, 6 % cumulative pref.shares of rs. 10 each	70,000	Fixed assets	2,50,000
10,000 equity shares of Rs.10 each	1,00,000	Investment (including PF investments and partly paid shares)	52,000
Reserve and surplus -		Current assets -	
Capital reserve	50,000	Stock in trade	45,000
Share premium	10,000	Sundry debtors -	
P & L	1,27,500	Good	35,000
5 % debentures secured by a floating charge on stock in trade	30,000	Doubtful	10,000
Sundry creditors	55,000	Cash at bank	45,500
Provision for Income Tax	21,500	Preliminary expenses	12,000
		Deferred revenue expenditure	4,500
Total	4,64,000	Total	4,64,000

Note on the accounts :

1. Preference dividend are in arrears for the last three years.

2. Contingent liabilities –

   a) Uncalled liability on party paid shares Rs. 5,000.

   b) A bill of exchange discounted Rs. 2,500.

Out of the doubtful debts 50% may be regarded as recoverable. Market value of the stock- in-trade is Rs. 47,100.

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Solution :

Net assets : assets :

Goodwill	10,000	
Fixed assets	2,50,000	
Investments	52,000	
Stock-in-trade	47,100	
Debtors	40,000	
Bank	45,500	4,44,600
Less : liabilities :		
5%debenture	30,000	
Sundry creditors	55,000	
Provision for income tax	21,500	
Liability for B/R discounted	2,500	1,09,000
		3,35,600
Less : preference shares dividend	12,600	
Preference shares capital	70,000	82,600
Net assets for equity shares		2,53,000

Hence, intrinsic value of each equity shares = 2,53,000/10,000 = rs. 25.30

OR

(Net assets according to second method)

Paid up equity shares capital	1,00,000	
Add: shares premium	10,000	
Profit and loss account		1,27,500
Profit on revaluation of investments	2,100	
Capital reserve	50,000	1,89,600
		2,89,600
Less : dividend in arrears	12,600	
Preliminary expenses	12,000	
Deferred revenue expenditure	4,500	
Bills of exchange discounted & other Doubtful debts	7,500	36,600
Net assets		2,53,000

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Illustration no 2

The following is the balance sheet of x ltd.., as at 31st march, 1994.

Balance Sheet

Liabilities	Rs.	Assets		Rs.
Share Capital – 10,000 shares of Rs. 100 each	10,00,000	Land & building		8,00,000
Reserve funds	6,00,000	Plant & machinery		7,00,000
Depreciation fund (P& M)	50,000	Goodwill		2,00,000
Workmen accident compensation fund (estimated liability Rs. 5000)	25,000	Patent rights		1,75,000
Employees profit sharing fund	50,000	Stock		1,00,000
Staff P.F.	75,000	Debtors	2,00,000	
Sundry creditors	70,000	Less prov.	20,000	1,80,000
5 % debentures	2,00,000	Investment		50,000
Proposed dividend	1,50,000	Cash		15,000
Total	22,20,000	Total		22,20,000

Find out the intrinsic value of each shares taking into consideration the following :

1. Depreciation funds is in excess by rs. 10,000 than the amount of actual depreciation.
2. Debtors are all considered good.
3. Interest on debentures for half years is to be provided.
4. The market values of the assets are as under :
   a) Stock in trade valued at cost is less by Rs. 10,000 compared to its market valued.
   b) Value of patent right exceeds by rs. 25,000
5. Depreciation on the building rs. 50,000 has remained to be charged.

SOLUTION :

NET ASSETS

Assets	Rs.	Rs.	Rs.
Land & building		7,50,000	
Plant & machinery	7,00,000		
less : depreciation	40,000	6,60,000	
goodwill		2,00,000	
patents right		1,50,000	
stock		1,10,000	

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debtors		2,00,000
investment		50,000
cash	15,000	21,35,000
less : liabilities :		
workmen's comp. fund liability	5,000	
employees profits sharing funds	50,000	
staff provision funds	75,000	
debenture	2,00,000	
outstanding int. on debenture	5,000	
proposed dividend	1,50,000	
sundry creditors	70,000	5,55,000
		15,80,000

2. Yield basic or market value method

Under this method prospective earning of the company are considered. There are different ways of calculating the market value as explained hereunder.

i) On the basic of dividend declared by the company

The formula is

Dividend in terms of rupee / normal rate of return

or

Rate of dividend / normal rate of return * the denomination to which the rate applied

Or

Paid-up value of shares * rate of dividend / normal rate of dividend

Suppose the rate of dividend per shares is rs. 12 and the normal expectation is 15%, the market value of the shares will be :

12/15 * 100 = Rs. 80

In the above example if the shares is considered to be of face value of Rs. The rate of dividend at Rs. 12 per shares comes at 20%. Now it we apply the other formula the market value will be.

20/15*60 = Rs. 80

The dividend on equity shares is calculated,

1. By deducting :

   i) Taxation

   ii) Transfer to specific reserve

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iii) Transfer to debenture redemption funds.

iv) Preference dividend

2. Dividend the remainder by number of equity shares.

If average profit is available, instead of taking current years profits average profits is to be taken.

The method is suitable for valuing small blocks of shares.

ii) Second method : capitalization method

There is another method of calculating the market value which may be termed as capitalization method. According to this method the profit available to equity shareholder as converted into capital on the basic of normal expectation as under :

100 / expected% * profits available for equity shareholdres.

Capital thus arrived at is dividend by the number of equity shares subscribed. The resulting figure is the market value. For example, suppose the subscribed capital is 10,000shares of Rs. 100 each and the profits earned are rs. 1,50,000. The normal rate of return expected is 10%. The market value of each shares is arrived at as under:

100 /10 * 1,50,000

Rs. 15,00,000 capital / 10,000 shares = Rs. 150 market value of each shares.

iii) Third method : value on earning basis

It is suitable for valuation a large block of the company' shares as a big investors is interested in what company earn & not only in which it distributes.

First to calculate the rate of profit in the company concerned as under :

Profit available to equity share holders / paid-up equity shares capital *100

Then the value of equity shares is calculated as under :

Rate of profit as above / normal rate * paid –up amount per shares

Suppose equity shares capital is 10,000 equity share's of RS. 10 each, RS. 8 Paid up Rs. 80,000 and profits available for them is Rs. 20,000, the market value will be calculated as under, presuming normal rate of dividend at 20%.

Rate of profit = 20,000 / 80,000 * 100 = 25%

Value of each shares = 25/20* 8 = Rs. 10per shares

It is also calculate as under

Paid- up value * possible earning rate / normal earning rate

IV) there is another method of finding out the market value, which is based on earning ratio, and slightly different from that of 3rd method.

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According to this method non-trading investments investment which are not meant for any specific purpose such as redemption of debentures or replacement of an assets are excluded, and similarly interest on such investment is note taken into account.

Under this method the market value is arrived at as under :

1.book-value of assets :

Less : liabilities = capital employed

Less : pref. share capital

= capital employed on behalf of equity shares

2.average . adjusted profits

Less : preference shares dividend

= average profits available for equity shares.

3.average profits for equity shares / capital employed on behalf of equity shares * 100 = % of profit

4. %of profit as at (3) / % of profit earned in other companies * paid-up value of equity shares = market value.

Illustration no 3 find out market value of equity shares from following.

Balance Sheet

Liabilities	Rs.	Assets	Rs.
Capital		Building	80,000
5,000 share of Rs. 100 each fully paid	5,00,000	Furniture	3,000
Reserve fund	1,50,000	Stock in trade	4,50,000
Depreciation fund		Investment	
Building 10,000		4 1/3 % G.P. Notes	3,00,000
Investment 45,000	55,000	Sundry debtors	3,80,000
P & L A/c Bal. 80,000		Cash at bank	70,000
Profit for year 4,50,000	5,30,000		
Sundry creditors	48,000		
Total	12,83,000	Total	12,83,000

Following information is available –

1. Companies doing similar business show a profit earning capacity of 20%.
2. Profits for the last 3 years have shown an increase of Rs. 30,000 annually.

Solution :

BOOK – value of assets :	12,83,000
Less : non –trading investment	3,00,000
	9,83,000
Less : depreciation of building	10,000
	9,73,000

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Less : sundry creditors	48,000
Capital employed	9,25,000
Average profit = Rs.	4,20,000
Less : interest on non- trading investment	13,000
Profit available for equity shares	4,07,000

Valuation of goodwill & shares

.. 4,07,000 / 9,25,000 * 100 = 44%

Hence, 44/20 * 100 = Rs. 220 market value.

Illustration no .4

Following is the balance sheet of janata ltd…, as on 31st march, 2018.

Balance Sheet

Liabilities	Rs.	Assets	Rs.
Capital – 40000 shares of Rs. 10 each	4,00,000	Block capital	5,00,000
General reserve	90,000	Current assets	2,00,000
P & L A/c	20,000	Goodwill	40,000
5 % debentures	1,00,000		
Current liabilities	1,30,000		
Total	7,40,000	Total	7,40,000

On 31st march, 2018 the block capital was independently valued at Rs. 5,50,000 and goodwill at Rs. 50,000. The net profits for the last 3 years were Rs. 51,600, Rs. 51,650 and Rs. 52,000 of which 20% was placed to reserve, this proportion being considered reasonable in the industry in which the company is engaged and where a fair investment return may be taken at 10%. Compute the value of company's shares by (a) net assets method and (b) yield method. Also calculate fair value of each shares.

Solution :

1. Assets method or intrinsic value :	Rs.	Rs.
Revised value of assets		
Block capital		5,50,000
Current assets		2,00,000
Goodwill		50,000
		8,00,000
Less: current liabilities		1,30,000
5% debenture	1,00,000	2,30,000
Net assets for equity shares		5,70,000

Intrinsic value per shares

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5,70,000 / 40,000 shares = 14.25

2. Yield method

Average profit for last 3 years =	51,750
Less : 20% transfer to reserve	10,350
Profit available for equity shares	41,400

According to capitalization method

Market value per shares =

41,400 / 10* 100 = Rs. 4,14,000 capital

Therefore, 4,14,000 / 40,000 shares = Rs. 10.35 per shares.

3. Fair value

Intrinsic value + market value / 2 = 14.25 + 10.35 / 2 = Rs. 12.30 per shares.

Illustration no 5

Following the summarized balance sheet of sudha ltd.., as at 31st march, 2017.

Balance Sheet

Liabilities	Rs.	Assets	Rs.
5,000 equity share of Rs. 100 each	5,00,000	Machinery	2,40,000
Share premium	1,00,000	Furniture	1,00,000
General reserve	2,39,400	Stock	6,20,000
P & L A/c	1,57,600	Debtors	2,06,000
Sundry Creditors	4,09,400	Cash in hand	3,400
Provision for taxation	1,97,000	Cash at bank	4,34,000
Total	16,03,400	Total	12,83,000

The company transfers 20% of its profits after tax to general reserve. Net problem before taxation of the last 3 years have been as follows:

Years ended 31st march, 2015 Rs. 3,35,000; year ended 31stmarch , 2016 Rs. 3,66,000; year ended 31st march, 2017 Rs. 3,94,000. Machinery is valued at Rs. 3,20,000. Average yield in this types of business is 20%. The rate of tax is 50%.

Calculate the value of one equity shares on the basis of :

Intrinsic worth, yield worth.

Solution :

1.value per shares on the basic of intrinsic worth

Present value of assets	Rs.
Book value	16,03,400
Add: increase in the value of machinery	80,000
Present value	16,83,400

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Less : liabilities :

Sundry creditors	4,09,400	
Provision for tax	1,97,000	6,06,400
Net asset available for equity shareholders		10,77,000

Hence, intrinsic value per shares is,

10,77,000 /5,000 = Rs. 215.40

Net profits for last 3 years before taxation.

Rs. 3,35,000 + 3,66,000 + 3,94,000 = 10,95,000

Hence, average profits = 10,95,000 / 3 = 3,65,000

Less :provision for taxation 50%	= 1,82,500
Balance	1,82,500
Less : 20% of general reserve	36,500
Profit available for distribution to Equity shares holders	1,46,000

Average yield is 20%, which means to earn RS. 20, Capital invested is Rs. 100.

Hence, 1,46,000 / 20 *100 = 7,30,000 capital.

Equity shares are 5,000. Hence the market value per shares is :

7,30,000 / 5,000 = 146

Thus, value of each share of Rs. 100 on yield basic is Rs. 146

Fair value = intrinsic value + market value /2

215.40 +146 / 2

361.40/2

Rs. 180.70

Meaning of Goodwill : Goodwill is an extra value attached to a business over and above the value of its tangible net assets. This extra value arises out of reputation and name earned by the business.

Lord Eldon states, "Goodwill is nothing more than the probability that the old customers will resort to the old place".

Stormy defined Goodwill as, the advantage or benefit which is acquired by an establishment beyond the mere value of the capital stock, funds or property employed therein consequence of the general public patronage and encouragement which it receives from constant or habitual customers on account of its local position, or reputation for skill, or affluence or punctuality, or from the accidental circumstances and necessities, or even from partialities or prejudices .

Goodwill has no meaning except in connection with a continuing business . Goodwill is generally used to denote the benefit arising from connection and

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reputation, and its what can be got for the change of being able to keep that connection and improve it. It is the attractive force which brings in custom.

FACTORS DETERMINING THE VALUE OF GOODWILL

1. **Profitability** : Profitability of a business is the main factor affecting the value of Goodwill. The term profitability refers to the profit, the business is expected to earn in future. Following are the factors which affects the profitability, and in turn the value of Goodwill.

2. **Capital Required** : If the capital requirement is heavy, the demand for the business is less, as it is not possible for all to invest large capital, further, if the percentage for profit on capital invested is the same in two businesses but capital requirement is less than that of the other business, the business requiring less capital will naturally be preferred to the business requiring large capital. Hence, that of the business requiring less capital will be more than that of the business requiring large capital.

3. **Nature of business** :If the business deals in the daily necessities of life, the demand for such goods remains constant. But if the business deals in luxurious goods or fancy goods, the demand declines when the fashions or tastes change. Hence, value of Goodwill of business dealings in necessaries of life is more.

4. **Risks involved** : If the risk involved in the business is more the value of Goodwill is less. Further, greater the risk involved, greater is the percentage of return expected. If the percentage of return is not commensurate with the risk involved, the business is less in demand and as a result value of Goodwill is less.

5. **Skill in Management:** If the business required highly specialized skill in management and if the old owners or managers are not going to continue their services on purchases of the business, the profit in further are likely to be affected. As such value offered for Goodwill of such business cannot be more.

6. **Etablished location** : Location is one of the most important factors affecting the value of Goodwill. Customers resort to old place and as such if the business is continued at the old locations, the purchasing concern gets the patronage of the customers of the old business. The purchasing concern continues to earn profit as before. The purchasing concern, therefore , enquires about the lease agreement and whether the period of lease is to expires shorty and if so, whether a fresh agreement to continue lease can be entered into.

7. **Future competition** : Purchaser of business finds out the possibility of running a competing business by the vendors. Purchaser may take an undertaking from the vendors that they would not run a competing business after sale of their business.

8. **Monopolised business** : If the business to be purchased is enjoying

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monopoly in that trade line, and if it is to continue after sale, the value of Goodwill will be much more.

9. **Trade name** : Certain goods are popular and sold under certain trade name or trade mark. If the purchase is allowed to make use of the trade name or trade mark, the purchaser secures easy market for the goods. As such value of Goodwill in such case will be more.

10. **Profits from exceptional contracts:** Purchaser has to find out whether the profits previously earned by the vendors by the include any profits earned from certain exceptional contracts. If it is necessary to excluded such profits from the profits of the vendors to finds out regular profits and trends of profits earned by the vendors, because regular profits earned are considered while determining value of Goodwill.

11. **Competitive Business** : In order to remove competitors from the market or kill the competing business, the purchaser offers higher value for Goodwill, even though the value offered is far in excess.

Circumstances when goodwill has to be valued

A) In the case of partnership

I) Retirement or death of a proprietors.

ii) Sale of business.

iii) Conversion of s business into a limited company.

Iv) Retirement or death of a partner.

v) Admission of a partners.

B) In the case of a joint stock company

I) When the business of the company is taken over by another company e.g amalgamation, absorption and reconstruction (external).

ii) When the company's shares are not quoted on the stock exchange and their value is to be determined for estate duty and wealth tax etc.

iii) When a person intends to purchases a large block of company's shares to secure control over the management of the company.

Iv) When government takes over the business of the company.

V) When the management wants to bring back goodwill in the books of accounts for some reason or the other.

Methods of valuation of Goodwill

There are different methods of valuing goodwill. However , generally the super profit method is followed. The various methods are discussed here under.

1. **Number of years purchased of sales or gross fees** : According to this method profit Goodwill is valued on the basic of sales effected or gross fees earned during a particular periods. In the case of trading concerns, sales are

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considered, whereas in the case of organizations rendering services, such as lawyers, chartered accountant, repairs workshops etc.., gross fees charged are considered. The period for which sales or fees are to be considered is decided by agreement.

2. **Numbers of years purchased of past net profits:** This method takes into consideration net profit for certain number of years. Instead of taking total of profits, average profit is taken and it is multiplied by certain number , say 3 re 4 etc.., as per agreement to arrive at the value at the value of Goodwill.

3. **Number of years purchase of further maintainable profits:** The profits which are likely to be earned during certain number of years in future are estimated and on the basis of this estimate value of Goodwill is determined. However, the basis for estimate of further profits is the past profit for certain years. Either the estimated total profits are considered or an average profit is taken and it is multiplied by certain numbers to arrive at the value of Goodwill.

   This method does not take into account the capital investment required to earn the estimated profits.

4. **Super profit method :Under this method value of goodwill is arrived at as under :**

   i) Average capital employed in business is determined.

   ii) Maintainable profits during certain numbers of years in further are estimated.

   iii) Normal rate of return on capital invested in the business of similar line is ascertained.

   iv) Normal profit on capital employed is arrived at on the basic of normal rate expected.

   v) Estimated average profits ----------

   less : normal profit ----------

   super profit ----------

This super profit may be multiplied by certain numbers of years purchased say 3,4,5 etc.., as deemed fit and then the resultant figure is the value of Goodwill.

This method is a scientific methods, it taken into consideration maintainable profits average capital employed , normal rate of return and super profits. Super profits is an important consideration as the intending buyer will buy the business only if the existing business is likely to earn more profits than the normal profits. Due weightage is given to profitability with reference to capital employed. However, determination of normal rate of return , maintainable profits and the periods for which super profits are to be purchased is rather a difficult process.

Weighted average : If weighted average is to be taken, the profits of each year are given weight as 1,2,3 etc.., e.g profits for last 3 years, i.f 2015, 2016 &

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2017 are 29000: 50000 & 75000 the weighted average will be:

Weight

29000* 1 = 29000

50000* 2 = 100000

75000* 3 = 225000

Total 6 354000

354000/ 6 = 59000 weighted average profits

1. Sliding scale Valuations of super profit method :

This method has been evolved by A. E. Cutforth. It is a slight variation of super profits methods.

This method is based on the theory that the greater the amount of super profit of a business, the more difficult it would be for the business to maintain it. This is because the high amount of super profit in the business would attract more competitors.

Under this methods, the super profit of a concern is divided into two or three divisions and each of these divisions is multiplied by different number of years purchased in descending orders from the first division.

Suppose for example, the super profit is Rs. 12,000. It will be dividend into 3 divisions, each of Rs. 4,000. The first Rs. 4000 of super profit must be multiplied by 3,the second 4,000 by 2 and the third division of Rs 4,000 by 1 .

Hence :rs

4,000 * 3 = 12000

4,000* 2 = 8,000

4,000* 1 = 4,000

Goodwill = 24,000

2. Annuity method of super profit

This method is based on the logic that the purchased should pay now for Goodwill only the present value of super profit calculated at a proper rate of interest.

Value of Goodwill : average annual super profit * annuity rate.

This method of valuation of Goodwill is generally followed.

3. Capitalisation method

Actual (adjusted) average profit are capitalized on the basis of normal or expected rate of return

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AVRVAGE PROFIT / NORMAL RATE * 100 = CAPITAL

Capitalized value as above.

Less: value of net assets of the business = Goodwill

This method attaches high value to Goodwill and hence, it is not followed.

Explanation of some term

1. **Average maintainable profits** :Average profits ascertained are to be adjusted in respect of any expense likely to be incurred in future and any expenses incurred at present but are not required to be incurred in future e.g rent of the building is no longer required to be paid as the building is purchased or charging of depreciation on revaluation of fixed assets etc..,

2. **Normal rate of return** : The rate of return that will satisfy an ordinary investors in the industry concerned.

3. **Capital employed** : It represents the equity shareholders' funds in the company equity share capital , and all profit items such as general reserve, debenture redemption funds, profits and loss accounts etc.., less losses such as preliminary expresses, underwriting commission , profit and loss account (debit balance). Any profits or loss on revaluation of assets is also to be taken into accounts. Non- trading assets (if non- trading income is left out) should be excluded.

4. **Average capital employed** :Average capital employed is arrived at as under :

   Opening capital + closing capital / 2

   However, generally eithers opening capital is available or closing capital is available but not both. In such a case average capital is arrived at as under :

   Opening capital + ½ of current yearsprofit after provision of income – tax .

   OR closing capital less ½ of current years profit after provision of income tax.

   When it is specifically mentioned that the owner withdraws net profits in cash every year, the capital (assets less liabilities) is opening capital.

Problems 1

A company desirous of selling its business to another company has earned an average profits in past Rs 150000/- per annum.it is considered that such average profit fairly represent the profits likely to be earned in the future, excepts that-

A) Directors fees Rs. 10000/- charged against such profits will not be payable by the purchasing company whose existing boards can cope with additional work out additional fees.

B) Rent at Rs. 20,000/- p.a which had been paid by the vendor company will not be a charge in the further.

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The value of the rent tangible assets of the vendor company at the proposed date of sale was rs. 19,00,000/- and it was considered that a reasonable return on capital invested, for the types of company was 8% .

Calculate the value of goodwill at 3 years purchase of super profits.

Average profit as given	1,50,000
Add : directors fees and rent no longer to be paid	30,000
Average adjusted profit	1,80,000
Less : normal rate of profit @ 8% on capital employed	1,52,000
Rs. 19,00,000	---
Super profit 28,000	

Goodwill at 3 times the super profit i.e. 28,000 * 3 = Rs. 84,000 Value of Goodwill.

Problem 2

The average net profit was before adjustment rs. 2,07,000. It included investment income rs. 2000. The cost of investment was rs. 50,000. Expenses amounting to rs.3000/- p.a are likely to be discontinued in future. 50 % may be taken as average annual taxation. 6% represented a fair commercial return. The average tangible capital employed was rs. 13,50,000 but upon valuation obtained the capital was valued at rs. 14,50,000.

a)Assuming seven years purchases of super profits what is the value of Goodwill ?

b)What will be the value of goodwill under capitalization method?

Solution :

a)	Average annual profit as given	2,07,000
	Add: expenses no longer to be paid	3,000
		2,10,000
	Less: non- trading investment income	2000
	2,08,000	
	Less: provision for taxation 1,04,000	
	Maintainable profit	1,04,000
	Less: normal profit@ 6% on capital employed	84,000
	RS. 14,00,000	
	(14,50,000 – non trading investment of Rs. 50,000)	
	Super profit	20,000
	Value of Goodwill = 20,000* 7 = 1,40,000	
b)	Capitalization method	
i)	Capitalization of maintainable profits	17,33,300

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1,04,000/6 * 100 = capital

Less : capital employed 14,00,000

Value of Goodwill 3,33,300

ii) Capitalization of super profits

20,000/6 * 100/1 = 3,33,300 value of Goodwill

Problem 3 : The following particulars are available in respect of the business.

Particulars		Rs.
i.	Capital invested	50,000
ii.	Trading results	
	2014	12,200
	2015	15,000
	2016	2,000 (loss)
	2017	21,000
iii.	Market rate of interest on investments	8.0 %
iv.	Rate of risk return on capital invested in business	2.0 %
v.	Remuneration of the proprietor from alternative employment (if not engaged in business) per annum	3,600

You are requires to compute the value of goodwill on the basic of three years purchases of the super profits of the business calculated on the average profits of the last four years.

Solution :

1.Average capital is given as 50,000

2.Average adjusted profits

Total profits for 4 years = 46,200

Hence, average unadjusted profit 46,200 / 4 11,550

Average profit 11,550

Less: remuneration of the proprietor 3,600

Average adjusted profit 7,950

Normal earning at 10% (8% + 2%) on average capital of rs. 50,000 = rs. 5,000

Super profit

Average adjusted profit 7,950

Less: normal expected profit 5,000

10% on rs. 50,000

Super profit = 2,950

Value of goodwill = three years purchase of super profit rs. 2950 * 3 = 8,850

Problem 4. The balance sheet of Jayant manufacturing Co. ltd, discloses the following financial position as 31st march, 2018

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Balance Sheet

Liabilities	Rs.	Assets	Rs.
Paid up capital		Goodwill	30,000
30,000 shares of Rs. 10 each fully paid	3,00,000	Land and Building	1,75,000
Capital Reserve	60,000	Plant and machinery	90,000
Sundry creditors	71,000	Stock	1,15,000
Provision for taxation	55,000	Book Debts 98,000	
Profit and Loss account	26,000	Less provision for doubtful Debts 3,000	95,000
		Cash at bank	7,000
Total	5,12,000	Total	5,12,000

You are asked to value the Goodwill

a) Adequate provision has been made in the accounts for income tax and depreciation.

b) Rate of income tax may be taken by at 50%.

c) The average rate of dividend declared by the company for the past five years was 15%.

d) The reasonable return on capital invested in the class of business done by the company 12%.

Solution :

Average capital employed

Total of assets	5,12,000	
Less : sundry creditors	71,000	
Provision for taxation	55,0001,26,000	
		3,56,000
Less : ½ of current years profits		55,000
Average capital employed		3,01,000
Profit earned by the company		1,10,000
Less : provision for taxation		55,000
Adjusted annual profit		55,000
Normal profit at 12% on average capital 3,31,000		36,120
Super profit		18,880

Value of goodwill – say 3 years purchases of super profits 15,280 * 3 = 56,640

(1.rate of dividend 15%is an indication of super profits as the normal rate is 12% only.

2. current yearsprofits : since provision for taxation given is rs. 55,000 and it is 50% of profits. Hence, profits must be rs. 1,10,000.)

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Problem 5 .

The following is the balance sheet Vishwa ltd. As at 31st march, 2017.

Balance Sheet

Liabilities	Rs.	Assets	Rs.
Share captial		Building	1,50,000
6000 equity shares of Rs. 100 each	6,00,000	Machinery	2,20,000
Profit and loss account	50,000	Stock	3,00,000
Bank overdraft	10,000	Sundry debtors	1,60,000
Creditors	60,000	Bank	60,000
Provision for taxation	1,10,000		
Proposed dividend	60,000		
Total	8,90,000	Total	8,90,000

The net profits of the company after deducting usual working expenses but before provision for taxation were as under :

Year	profit
2014-15	2,00,000
2015-16	2,40,000
2016-17	2,20,000

On 31st march, 2017, building was revalued at rs. 2,00,000, machinery rs. 2,50,000 and sundry debtors on the same date included rs. 10,000, as irrecoverable.

Having regard to the nature of the business, a 10% return on net tangible capital invested is considered reasonable. Value of goodwill may be based on three years purchases of annual super profits. Depreciation on building 2% . machinery 10%. The income tax rate is to be assumed at 50%. All workings should form part of years answer . you are requires to calculate goodwill value by super profits method.

Solution :

A) Average maintainable trading profits

Average net profits before tax

Total profits for 3 years / 3 = 6,60,000/3= 2,20,000

Less: additional depreciation on increased value of building

&machinery 2% 50,000 & 10% 30,000 4,000

2,16,000

Less : provision for depreciation @50%a average profits

2,20,000 before deduction of additional depreciation . 1,10,000

Average maintainable trading profit 1,06,000

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B) Average capital employed

Book-value of assets 8,90,000

Add: increase in the value of building 50,000& machinery 80,000

30,000

9,70,000

Less : irrecoverable debts 10,000

9,60,000

Less: liabilities

(bank old, creditors, provision for tax & proposed dividend 2,40,000

7,20,000

Less: 50% of maintained trading profit 1,06,000/2 53,000

Average trading capital 6,67,000

C) Goodwill : average profit 1,06,000

Less : 10% 6,67,000 66,700

Super profit 39,300

Value of goodwill 39,300 * 3 = 1,17,900

Problem 6

The following is the balance sheet of Bharat manufacturing ltd. As at 31st march, 2017.

Balance Sheet

Liabilities	Rs.	Assets	Rs.
3,00,000 equity shares of Rs. 10 each fully paid	30,00,000	Goodwill	2,50,000
Capital reserve	1,00,000	Plant and machinery	8,50,000
General reserve	6,95,000	Furniture and fixture	3,00,000
P & L A/C	15,000	Stock	16,00,000
Sundry creditors	12,85,000	Debtors	10,00,000
Provision for taxation	7,50,000	Cash at bank	24,55,000
Proposed dividend	6,60,000	Preliminary expenses	50,000
Total	65,05,000	Total	65,05,000

The following additional information is provision to you :

a) the reasonable return on capital employed in the industry in which Bharat manufacturing co. ltd. Is engaged is 18%.

b) the rate of tax is 50%. The balance in the provision for taxation accounts is in respect of profit for the year ended 31st march, 1996.

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c) the year 1995-96 was a normal year and the prospects for 1996-97 are equally good.

1. calculate the value of goodwill at 3 years purchased of the super profits of the company.
2. on the basic of an annuity of super profits taking the present value of annuity of Rs. 1 for the 5 years at 10% interest at rs. 3.78.

Solution :

Average capital employed

Value of assets excluding goodwill and preliminary expresses		62,05,000
Less: liabilities –		
Sundry creditors		12,85,000
Provision for taxation		7,50,000
Proposed dividend	6,60,000	26,95,000
Capital on 31-3-96		35,10,000
Less: ½ of current year's profits		7,50,000
Average capital employed		27,60,000

1)value of goodwill

Profit earned by the company	15,00,000
Less: provision for taxation 50%	7,50,000
Profit available for equity shares	7,50,000
Less: reasonable return at 18% on average capital employed	
18% on Rs. 27,60,000	4,96,800
Super profit	2,53,200

Goodwill = 3 years purchased of super profit 2,53,200 * 3 = 7,59,600

Super profit * annuity rate = Rs. 2,53,200 * 3.78 = Rs. 9,57,096/-

Summary :

- According to Institute of Charted Accountants of India, Goodwill is "An intangible asset arising from business connection or trade name or reputation of an enterprise".
- The Profitability of a firm is the main factor affecting of its Goodwill. The term Profitability here refers to the profit which the firm is expected to earn in future.
- The Value of Goodwill depends not only on the amount of "Average Maintainable Profits" but also on the capital employed in the business to earn such profit.
- In the simple profit method goodwill is valued on the basis of certain

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number of years purchase of the average profits of the past few years.

- In case of shares quoted on recognised stock exchange, stock exchange prices are generally taken as the basis for the valuation of those shares.
- The term "Rate of Return" refers to the return which a share holder earns on his investment. It may be further classified as – A. Rate of dividend B. Rate of earning.

Exercise

1. What is goodwill ? state the factors affecting value of goodwill.
2. Explain the yield method of valuation of shares .
3. What is intrinsic value of shares ? how is it determined?
4. Write short notes on :
   1. super profits method of valuation of goodwill
   2. determination of super profits

Problems

1. Following is the balance sheet of layer & co.., private ltd.., as at 31st march, 1994.

Balance Sheet

Liabilities	Rs.	Assets	Rs.
20,000 shares of Rs. 10 each	2,00,000	Land and Building	75,000
General reserve	50,000	Plant and machinery	80,000
Creditors	50,000	Trade marks	10,000
Workmen saving a/c	50,000	Stock	1,00,000
P & L a/c	25,000	Debtors	54,000
		Investments	20,000
		Cash at bank	20,000
		Preliminary expenses	16,000
Total	3,75,000	Total	3,75,000

Find out intrinsic value after taking into account :

Interest payable to creditors 1,000

Bad debts amount to 2,000

Investment are worth 16,000

2. From the following balance sheet of general engineering co.., limited as on 31st, march, 1994, find out the intrinsic value of shares after taking into account the information given below.

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Balance Sheet

Liabilities	Rs.	Assets	Rs.
20,000 equity shares of Rs. 10 each	2,00,000	Land and building	3,00,000
6 % mortgage debentures	5,00,000	Plant and machinery	4,00,000
5 % bank loan	2,00,000	Stock in trade, debtors and bills receivable	4,00,000
Sundry liabilities	4,00,000	Investment	1,00,000
P & L a/c	2,00,000	Bank and cash	2,00,000
		Preliminary expenses	1,00,000
Total	15,00,000	Total	15,00,000

The following additional information's are given :

1. against the net profit of Rs. 2,00,000 the following adjustment were not provided.
   a) int. on 6% mortgage debenture for the half year ending 31-3-1994.
   b) int. on bank loan for the quarter ending 31-3-1994.
   c) bad debts 20,000 & dishonor of bills Rs. 10,000
2. the market value of the assets are as under :
   a) land & buildings – Rs. 4,00,000
   b) plant & machinery – Rs. 6,00,000
   c) stock in trade valued at cost is less by Rs. 50,000 compared to market value on that date.
   d) market value of investment is Rs. 1,17,500.
3. The summarized balance sheet of Prashant ltd…, as at 31st march, 93 is as follows.

   The preference shares are preferential as to capital & arrests of preference dividend are not payable on liquidation.

   Assets in the balance sheet are worth their effective books values. There is in existence an assets worth Rs. 1,500 not recorded in the books. Assume that the dividend on the preference shares is two years in arrears.

   Shows the intrinsic value of shares.
4. Following is the balance sheet of Mr. chandu as on 30thSeptember, 1992.

Balance Sheet

Liabilities	Rs.	Assets	Rs.
Capital	1,64,000	Land and building	36,000
General reserve	40,000	Plant	54,000
Creditors	38,040	Investments	30,000
		Stock	26,850
		Bank	75,990
		Debtors	19,200
Total	2,42,040	Total	2,42,040

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Following were the net profits for the year ended –

30thSeptember, 1990- Rs. 32,280, 30thSeptember, 1991 – Rs. 36,870, 30th September,1992 – Rs. 43,350.

The above amount include income from investments Rs. 1,800 each Year.

You are required to value the goodwill of the above business at 2 years purchases of the average super profits for 3 years taking into account, the face the standard rate of return on capital employed I such type of business is 10% assuming that each years profit is immediately withdrawn in full by MR. chandu.

5. P. LTD proposed to purchased the business carried on by shri. C. goodwill. For this purpose goodwill is agree to be valued at 3 years purchases of the weighted average profits of the past 4 years. The appropriate weighted to be used are : 1986-1, 1987-2, 1988-3, 1989 -4.

   The profit of years are : 1986 –Rs. 1,01,000, 1987 –Rs. 1,24,000, 1988 – Rs. 1,00,000. & 1989- Rs. 1,50,000.

   On scrutiny of the accounts the following matters are revealed.

   a) On 1stsept.., 1988 a major repair was made in respect of the plant incurring expense Rs. 30,000 which amount was charged subjects to adjustment of depreciation of 10% p.a. on reducing balance methods.

   b) The closing stock for the years 1987 was overvalued by Rs. 12,000.

   c) The over management cost an annual charge of Rs. 24,000 should be made for the purpose of goodwill valuation.

   d) Calculate the value of goodwill.

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UNIT NO.–2
SINGLE ENTRY SYSTEM

1. Introduction:

A single entry system records each accounting transaction with a single entry to the accounting records, rather than the vastly more widespread double entry system. The single entry system is centred on the results of a business that are reported in the income statement.

The term Single Entry refers to a method of maintaining the accounts in a manner convenient to the businessman which does not exactly follow the principles of double entry system. In this way, under single entry system of accounting the two aspects of every business transactions are not recorded in the books of accounts.

2. Definition:

According to Eric Kohler, Single Entry system is, "A system of Book-Keeping in which, as a rule, only record of cash and of personal accounts are maintained, it is always incomplete always incomplete double entry, the incompleteness varying under different circumstances."The most significant problems associated with a single entry system include:

- Assets. Assets are not tracked, so it is easier for them to be lost or stolen.
- Audited financial statements. It is impossible to obtain an audit opinion on the financial results of a business using a single entry system; the information must be converted to a double entry format for an audit to even be a possibility.
- Errors. It is much easier to make clerical errors in a single entry system, as opposed to the double entry system, where separate entries to different accounts must match.
- Liabilities. Liabilities are not tracked, so you need a separate system for determining when they are due for payment, and in what amounts.
- Reporting. There is much less information available upon which to construct the financial position of a business, so management may not be fully aware of the performance of the business.

Single entry systems are strictly use for manual accounting systems, since all computerized systems utilize the double entry system instead.

It is generally possible for a trained accountant to reconstruct a double entry-based set of accounts from single entry accounting records, though the time required may be substantial. By doing so, you can then reconstruct the balance sheet and statement of cash flows.

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3. Meaning of Incomplete Records

Accounting records, which are not strictly kept according to double entry system are known as incomplete records. Many authors describe it as single entry system. However, single entry system is a misnomer because there is no such system of maintaining accounting records. It is also not a 'shortcut' method as an alternative to double entry system. It is rather a mechanism of maintaining records whereby some transactions are recorded with proper debits and credits while in case of others, either one sided or no entry is made. Normally, under this system records of cash and personal accounts of debtors and creditors are properly maintained, while the information relating to assets, liabilities, expenses and revenues is partially recorded. Hence, these are usually referred as incomplete records.

4. The salient features of Single Entry System are:

(i) This system is a mixture of double entry, Single entry and No entry.

(ii) This system is followed by a sole proprietorship firm or a partnership firm. The companies cannot follow this system.

(iii) Under this system, only one Cash Book is maintained which mixes up both the private and business transactions.

(iv) Usually personal accounts are recorded only, i.e., Real and Nominal accounts are ignored.

(v) Lack of uniformity is noticed if accounts are kept under Single Entry basis.

(vi) Profit or loss, under this system, can be ascertained but not the financial position as a whole.

(vii) Arithmetical accuracy of the account is not possible since Trial Balance cannot be prepared.

(viii) Practically, this system is the admixture of Single Entry, Double Entry and no entry.

Generally transactions are recorded properly, are not recorded at all, or recorded partially.

5. Advantages of Single Entry System:

(i) Since this system is very simple, anyone can maintain it without any adequate knowledge of accounting.

(ii) Limited accounts are to be opened under this system since the transactions relating to personal accounts are recognised only and not the Real and Nominal accounts.

(iii) Since the number of books is limited, expenses related to the keeping of records are also very nominal.

(iv) In the case of accounting for an event, i.e., household, social and festival etc., it is very helpful.

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6. Disadvantages of Single Entry System:

(i) Arithmetical accuracy of the books of account is not possible since the Trial Balance cannot be prepared under this system.

(ii) It is also not possible to ascertain the correct amount of profit or loss of the firm—i.e., results from operation—since the nominal accounts are missing under this system.

(iii) Similarly, Balance Sheet cannot be prepared since the real accounts are not recognised. Therefore, the real financial position cannot be known at the end of the accounting period.

(iv) As arithmetical accuracy is not possible, possibility of committing fraud or manipulation is greater in comparison with Double Entry System.

(v) Any statistical information relating to the business or the comparison between the two firms or the interim accounts etc.—which help the management to take decision or to formulate policy in future—is not possible under this system.

(vi) Outsiders (e.g., Income-tax authorities, Bank companies Act) do not rely on this system as it is not based on recognised accounting principles.

7. DISTINGUISH BETWEEN SINGLE ENTRY AND DOUBLE ENTRY SYSTEM

SINGLE ENTRY SYSTEM	DOUBLE ENTRY SYSTEM
Single entry system is an incomplete and unscientific system of book -keeping.	Double entry system is a perfect, complete and scientific system of book -keeping.
Transactions Recorded	
It only records single aspect (debit or credit) of the transaction.	It records both the debit and credit aspects of the transaction.
Accounts Maintained	
It maint ains personal accounts of debtors, creditors and a cash book for the recording of transactions.	It maintains personal, real and nominal accounts for the recording of transactions.
Used by	
Single entry system is mainly used by small business firms and par tnership firms.	The Double entry system is can be used by both small and big business firms for recording the transactions.
Special skills	
Single entry system is mainly used by small business firms and partnership firms.	The Double entry system is can be used by both small and big business firms for recording the transactions.
Special skills	
There is no need for specialized knowledge to maintain books in single entry system.	The person who is responsible for book - keeping in double entry system should possess specialized knowledge and skills.

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SINGLE ENTRY SYSTEM	DOUBLE ENTRY SYSTEM
Trail Balance	
In this system, Trail Balance cannot be prepared because of incomplete record of transactions.	Trail Balance can be prepared by using debit and credit aspects of the recorded transactions.
Final Accounts	
Preparation of trading and profit & loss accounts for knowing the financial position of the firm is not possible.	Trading and Profit & Loss accounts are prepared to ascertain the financial position of the firm.
Detection of Errors	
Detection of errors in the books prepared by single entry system is very tough.	Detection of errors can be easily done in double entry system.
Nature of Cost	
Single entry method of book -keeping is less costly and is considered as the simple way of recording transactions.	Double entry method of book -keeping is costly and complex work is involved in the recording of transactions.

8. METHODS OF PREPARING FINAL ACCOUNTS UNDER SINGLE ENTRY SYSTEM

The following are used to prepare final accounts:

A) Conversion Method

B) Statement of Affairs Method(Covered XII H.S.C)

How does The Conversion Method of Single Entry System Work?

The Conversion Method of Single Entry System tries to convert the records from Single Entry to Double Entry system and then prepare Final Accounts from the same.

The steps in conversion of single entry to double entry can be listed as follows:

1. First we need to find out the opening capital by preparing the opening Statement of Affairs.
2. An opening journal entry needs to be passed to incorporate all assets, liabilities and capital in the books of accounts:

   Assets ……. Dr

   To Liabilities

   To Capital (Balancing Figure)
3. The Cash Book/Cash Account should be prepared carefully to find out missing figures such as cash sales, expenses, drawings, closing balance of Cash/Bank, opening balance of cash / Bank.
4. Total Debtors Account, Total Creditors Account, Bills Receivable Account and Bills Payable Account should be prepared. These accounts will help to find out figures like Credit Sales, Credit Purchases, Balances of Debtors, Creditors, Bills payable and Bills receivable respectively.
5. Total Sales will be Cash Sales + Credit Sales. Total Purchases will be Cash Purchases + Credit Purchases
6. The nominal accounts for expenses and revenues should be prepared with

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the help of the information ascertained from the Cash Book. If there are any cash transactions related to Real Accounts, those should also be recorded by preparing ledger accounts.

7. Necessary journal entries for the adjustments should be made as per information provided in the problem.

8. Finally the Profit and Loss Account and The Balance Sheet can be prepared.

9. Conversion Method of Single Entry System

The Conversion Method of Single Entry System is a more scientific way of preparation of Final Accounts from Incomplete Records. It is also called the Transaction Approach.

The Balance Sheet Approach or The Statement of Affairs Method uses the technique of comparison of opening and closing capitals for calculation of profit or loss for a given period under Single Entry System. The biggest disadvantage here is that details of revenues (incomes) and expenses are not disclosed by the Statement of Calculation of Profit and Loss prepared in this approach. It does not furnish necessary accounting information.

Due to this limitation, another approach called the Transaction Approach or The Conversion Method was developed. The Conversion Method is a better approach for preparing accounts from incomplete records of transactions.

10. Format :

11. Dr. Total Creditors Account Cr.

Date	Particulars	J.F.	Amount (Rs.)	Date	Particulars	J.F.	Amount (Rs.)
	Cash paid		xxx		Balance b/d		xxx
	Bank (cheques issued)		xxx		Bank (cheques dishonoured)		xxx
	Bills payable (bills accepted)		xxx		Bills payable .... (bills dishonoured)		xxx
	Discount received		xxx		Credit purchases		xxx
	Purchases return		xxx				
	Balance c/d		XXX				
			xxxxxxx				xxxxxxx

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Dr. Total Debtors Account Cr.

Date	Particulars	J.F.	Amount (Rs.)	Date	Particulars	J.F.	Amount (Rs.)
	Balance b/d		xxx		Cash		xxx
	Bills Receivable (bills dishonoured)		xxx		(Cash Received)		xxx
	Bank (cheques dishonoured)		xxx		Bank (cheques Received)		xxx
	Credit Sales		xxx		Discount Allowed		
	(Balancing Fig)		xxx		Bad Debts		xxx
					Sales Return		
					Bills Receivable (bills received)		
					Balance c/d		
			xxxxxxx				xxxxxxx

Dr. Total Bills Receivable Account Cr.

Date	Particulars	J.F.	Amount (Rs.)	Date	Particulars	J.F.	Amount (Rs.)
	Balance b/d		xxx		Bank (bills dishonoured)		xxx
	Sundry Debtors (bills received)		xxx		Sundry Debtors (bills dishonoured)		xxx
					Balance c/d		xxx
			xxxxxxx				xxxxxxx

Dr. Total Bills Payable Account Cr.

Date	Particulars	J.F.	Amount (Rs.)	Date	Particulars	J.F.	Amount (Rs.)
	Bank (bills matured)		xxx		Balance b/d		xxx
	Sundry Creditors (bills dishonoured)		xxx		Sundry Creditors (bills accepted)		xxx
	Balance c/d		xxx				
			xxxxxxx				xxxxxxx

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Dr. **XXX Expenses Account** **Cr.**

Date	Particulars	Ref..	Amount (Rs.)	Date	Particulars	Ref.	Amount (Rs.)
	To Balance b/d (opening pre-paid)	SA	xxx		By Balance b/d (opening O/S)	SA	xxx
	To Cash/Bank A/c (paid during year)	2	xxx		By Trading / P&L A/C (charged for year)		xxx
	To Balance c/d (O/S at year-end)	SA	xxx		To Balance c/d (pre-paid at year-end)	SA	xxx
	Total		xxx		Total		xxx

Dr. **XXX Income Account** **Cr.**

Date	Particulars	Ref..	Amount (Rs.)	Date	Particulars	Ref.	Amount (Rs.)
	To Balance b/d (opening accrued)	SA	xxx		By Balance b/d (opening advance)	SA	xxx
	To P & L A/C (earn during year)		xxx		By Cash/Bank A/C (recd. during year)	2	xxx
	To Balance c/d (advanced at year-end)	SA	xxx		By Balance c/d (Accrued at year-end)	SA	xxx
	Total		xxx		Total		xxx

11. Solved Examples :

ILLUSTRATION: 01

A Simpleton, a retailer, does not keep any books of accounts, but does operate a business bank account, A summary of the bank statements for the year ended 31-3-13 is given below :

Receipts	Rs.	Payments	Rs.
Opening Balance	2,640	Cash paid to Creditors	37,250
Cash received from debtors	48,500	Salaries	5,500
Closing Balance	2,210	Rent	1,800
		General Expenses	3,500
		Advertisement	300
		Drawings	5,000
	53,350		**53,350**

His assets and Liabilities on 31st March 2012 and 2013 were :

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Particulars	31-03-2012	31-03-2013
Fixed Assets	10,400	10,400
Stock	5,240	6,300
Debtors	6,500	6,800
Rent Prepaid	300	600
Creditors	4,600	4,700
Outstanding Advertisement Bill	100	150
Fixed Assets should be depreciated at	10%	10%

Required : Prepare Trading and Profit & Loss account of Mr. Simpleton for the year ended 31-03-2013 and a Balance Sheet as at that date.

SOLUTION :

Mr. Simpleton

Dr. Trading and Profit & Loss Account for the year ended 31st March 2013 Cr.

Particulars	Rs.	Particulars	Rs,
To Opening Stock	5,240	By Sales (WN 2)	48,800
To Purchases (WN 3)	37,350	By Closing Stock	6,300
To Gross Profit c/d	12,510		
	55,100		**55,100**
To Salaries	5,500	By Gross Profit b/d	12,510
To Rent (1,800+300-600)	1,500		
To General Expenses	3,500		
To Advertisement (300+150-100)	350		
To Depreciation on Fixed Assets	1.040		
To Net Profit transferred to Capital	620		
	12,510		**12,510**

Mr. Simpleton

Balance Sheet as at 31st March, 2013

Liabilities		Rs.	Assets	Rs.
Capital			Fixed Assets	
Opening Balance (WN 1)	20,380		10,400	9,360
Add : Net profit for the year	620		Less : Depreciation	6,300
	21,000		1,040	6,800
Less : Drawings	5,000	16,000	Stock – in – Trade	600
Bank Overdraft		2,210	Debtors	
Creditors		4,700	Prepaid Rent	
Outstanding Advertisement		150		
		23,060		**23,060**

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Working Notes:

1) Ascertaining Opening Capital

Balance Sheet as at 31st March ,2012

Liabilities	Rs.	Assets	Rs.
Creditors	4,600	Fixed Assets	10,400
Outstanding Advertisement	100	Stock – in – Trade	5,240
Capital **(Balancing Figure)**	20,380	Debtors	6,500
		Cash at Bank	2,640
		Prepaid Rent	300
	25,080		**25,080**

2) Ascertaining Sales

Dr. Total Debtors Account Cr.

Particulars	Rs.	Particulars	Rs.
To Balance b/d	6,500	By Bank	48,500
To Sales **(Balancing Figure)**	48,800	By Balance c/d	6,800
	55,300		**55,300**

3) Ascertaining Purchases

Dr. Total Creditors Account Cr.

Particulars	Rs.	Particulars	Rs.
To Bank	37,250	By Balance b/d	4,600
To Balance c/d	4,700	By Purchases **(Bal Fig)**	37,350
	41,950		**41,950**

ILLUSTRATION: 02

You are given: (i) balance sheet of Ram as on 1st January 2018. (ii) A summary of cash transactions for 2018. (iii) a list of remaining transactions for that year.

(i) balance sheet of Ram as on 1st January 2018.

Liabilities	Amount	Assets		amount
Loans	12000	Debtors	40000	
Creditors	27000	Less: provision	750	39250
Bills payable	1500	Bills receivables		10000
Capital	140000	Stock		45000
		Plants		30000
		Buildings		55000
		cash		1250
	180500			180500

(ii) A summary of cash transactions for 2018.

Receipts	*amount*	*Payments*	*amount*
To balance on 1-1-2018	1250	By cash payments to creditors	110000
To amount received from debtors	172000	By cash purchases	25000
To bills receivables	35000	By bills payable	45000
To cash sales	24500	By loans paid	12000
		By salaries	9000
		By rent	6000
		By interest	450
		By general charges	750
		By drawings	15500
		By balance on 31-12-2018	9050
	232750		232750

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(iii)a list of remaining transactions for that year.

Total purchases	215000
Total sales	235000
Discount allowed to customers	1250
Discount allowed by creditors	1850
Bills receivable received during the year	60000
Bills payable granted during the year	50000
Stock on 31st-dec-2018	90000
Owing for outstanding expenses	1500
Commission earned by the firm but not received	1200

Provide 5 % reserve for doubtful debts and 2.5% for discount on debtors, and depreciate buildings by 2 % and plant by 5 % p.a. you are required to prepare trading and profit and loss account and balance sheet from the above.

SOLUTION:

In the books of Ram

Trading and profit and loss account for the year ended 31-12-2013

Particulars		Amount	Particulars		amount
To opening stock		45000	By sales:		
To purchases:			-cash	24500	
-cash	25000		- credit	210500	235000
- credit	190000	215000	By closing stock		90000
To gross profit c/d		65000			
		325000			325000
To discount allowed		1250	By gross profit b/d		65000
To salaries		9000	By discount received		1850
To rent		6000	By commission receivable		1200
To interest		450			
To general charges		750			
To outstanding Expenses payable		1500			
To reserve for bad debts (5% ×16500)		825			
To reserve for discount on debtors [(2.5%× (16500-825)]		392			
To depreciation:					
-Building (2.5%×55000)	1375				
-Plant (5%×30000)	1500	2875			
To net profit transferred to capital		45008			
		68050			68050

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Balance sheet on 31-12-2018

Liabilities		Amount	Assets		amount
Capital account of Ram:			Building 55000		
Opening balance	140000		Less: depreciation	1375	53625
Add: net profit	45008		Plant 30000		
185008			Less: depreciation	1500	28500
Less: drawings 15500		169508	Closing stock		90000
Sundry creditors [WN 2]		55150	Sundry debtors [WN 4]	16500	
Bills payable [WN 1]		6500	LESS: reserve for		
Outstanding expenses		1500	doubtful debts 5%	825	
			15675		
			Less: reserve for discount		
			On debtors 2.5%	392	15283
			Bills receivables [WN 3]		35000
			Commission receivable		1200
			cash		9050
		232658			232658

Working notes:

(1) Ascertaining closing balance of B/P A/c:

Bills payable account

Dr Cr.

Particulars	Amount	Particulars	amount
To cash	45000	By balance b/d	1500
To balance c/d (balancing figure)	6500	By sundry creditors	50000
	51500		51500

(2) Ascending closing balance of creditors:

Dr. Sundry creditors account Cr.

Particulars	Amount	Particulars	amount
To cash	110000	By balance b/d	27000
To discount received	1850	By credit purchases (total-cash)	19000
To bills payable	50000		
To balance c/d (Balancing figure)	55150		
	217000		217000

(3.) Ascertaining closing balance of B/R A/c:

Dr. Bills receivables account Cr.

Particulars	Amount	Particulars	Amount
To balance b/d	10000	By cash	35000
To sundry debtors A/c	60000	By balance c/d (balancing figure)	35000
	70000		70000

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(4.) Ascertaining closing balance of debtors:

Dr. Sundry debtors account Cr.

Particulars	Amount	Particulars	Amount
To balance b/d	39250	By cash	172000
To credit sales (total-cash)	210500	By discount allowed	1250
		By bills receivable	60000
		By balance c/d (balancing figure)	16500
	249750		249750

ILLUSTRATION: 03

Mr. Gopal commenced business on 1st January 2016. He opened a bank account with Rs. 40,000. All his business expenses had been met by cheques.

Analysis of the bank pass book showed the following:

Particulars	amount
Purchases of furniture	10000
Paid for purchases	80000
Salaries	12000
Rent, rates and taxes etc.	5200
Other office expenses	6000

His sales for the year 2016 amounted to Rs. 116000 which were in cash only.

The value of stock on 31-12-2016 is amount 13200.

On 31-12-2016, the position was as follows:

Particulars	amount
Due for purchases	20000
Due for rent	400
Rates prepaid	200

During the year Gopal took goods from stock costing Rs. 4000 for private consumption and also took Rs. 6000 out of the cash takings for his personal uses. During the year he paid Rs. 1000 to his son but he omitted to record this in his books. He bought second hand car for the amount Rs. 10000 for his personal use out of takings. He paid Rs. 1000 to a friend in exchange for a cheque which was dishonoured subsequently and amount is still owing to him. Furniture is to be written off at the rate of 10 % per annum for full year. You are required to prepare the final accounts for the year ended on 31-12-2016.

Solution:

In the books of Gopal

Trading and profit and loss account for the year ended 31-12-2016

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Particulars		Amount	Particulars	Amount
To purchase (paid)	80000		By sales (cash)	116000
Add: unpaid	20000	100000	By goods withdrawn	4000
To gross profit c/d		33200	By closing stock	13200
		133200		133200
To salaries paid			By gross profit b/d	33200
To rent rates and tax paid	5200			
Add: outstanding	400			
5600				
Less: prepaid	200	5400		
To office expenses paid		6000		
To depreciation on furniture		1000		
To net profit		8800		
		33200		33200

Gopal's

Balance sheet as on 31-12-2016

Liabilities		Amount	Assets		Amount
Capital (introduced)	40,000		Furniture	10,000	
Add: profit	8,800		Less; Depreciation@10%	1,000	9,000
	---			---	
-			Stock		13,200
	48,800	26800	Prepaid Rent		200
Less: drawings			Bank(WN)		24,800
22,000		20000			
	---	400			
Outstanding purchases		---			47,200
Outstanding rent		47,200			

Working Note: Ascertaining Closing Bank Balance

Bank Account

Receipts	Rs.	Payments	Rs.
To Capital introduced	40,000	By Furniture	10,000
To Cash Sales	1,16,000	By Purchases	80,000
		By Salary	12,000
		By Rent,Rates,Taes,	5,200
		By Office Expenses	6,000
		By Drawings (6000 +1000 10000 +1000)	18,000
		By Balance c/d (Bal. Fig.)	24,800
	1,56,000		1,56,000

(1) Statement of Affairs as on 1-1-2013

Liabilities		rs	Assets	Rs
Trade Creditor		40,000	Buildings	1,20,000
Bills Payable		30,000	Machinery	80,000
Capital	1,70,000		Stock	28,000
Add:Surplus	40,000	2,10,000	Debtors	32,000
			Investments	18,400
			Cash in Hand	1,600
		2,80,000		2,80,000

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(2) Cash transactions for the year ending 31-12-2013 :

Particulars	Rs
(a) Receipts:	
From Debtors	88,000
From Sale of Investments	19,000
From Interest	1,000
(b) Payments:	
To Creditors	49,200
Against Bills Payable	28,000
Salaries	4,400
Rent(Pre[aid rs 400)	1,800
Income Tax	800

(3) Other Information :

Particulars	Rs
Discount Allowed	800
Discount earned	600
Balances as on 31-12-2013 :	
- Debtors	31,200
- Creditors	18,800
- Bills Payable	7,600
- Stock	19,400

Provide Depreciation on Building at 15 % p.a and on Machinery at 10% p.a.

Prepare Trading and Profit and Loss Account for the year ending 31st December 2013 and Balance sheet on the date

Solution:

Dr. Trading and Profit & Loss account for the year ended 31 -12-2013

Particular	Rs	Particulars	rs
To Opening Stock	28,000	By Sales (WN 1)	88,000
To Purchases (WN3)	34,200	By Closing Stock	19,400
To Gross Profit C/d	45,200		
	1,07,400		1,07,400
To Depreciation on			
- Buildings	18,000	By Gross Profit b/d	45,200
- Machinery	8,000	By Profit on Sales of Investments	600
		(19,000-18,400)	
To Salaries	4,400	By Interest	1,000
To Rent(1800-400)	1,400	By Discount Received	600
To Advertisement	1,000		
To Discount Allowed	800		
To net profit	13,800		
	47,400		47,400

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Balance Sheet as on 31-12-2013

Liabilities			Assets		
Capital	2,10,000		Building	1,20,000	
Add: Profit	13,800		Less : Depreciation @ 15%p.a	18,000	1,02,000
	2,23,800		Machinery	80,000	
Less : Drawing (tax)	800	2,23,800	Less: Depreciation @ 10%.pa	8,000	72,000
Creditors		18,800	Prepaid Rent		400
Bills Payable		7,600	Debtors		31,200
			Stock		19,400
			Cash (WN 4)		24,400
		2,49,400			2,49,400

(1) Ascertaining Credit Sales

Dr cr

Particular	Rs	Particular	rs
To Balance b/d	32,000	By Cash	88,000
To Sales (**Bal .Fig.**)	88,000	By Discount	800
		By Balance c/d	31,200
	1,20,000		1,20,000

(2) Ascertaining Bills Payable Issued to Creditors

Particular	Rs	Particular	Rs
To Cash	28,000	By Balance b/d	30,000
To Balance c/d	7,600	By Creditors(**bal.fig**)	5,600
	35,600		35,600

(3) Ascertaining Credit Purchases

Dr. Cr.

Particular	Rs	Particular	Rs
To Bills Payable(WN 2)	5,600	By Balance b/d	40,000
To cash	49,200	By Purchases(**Bal.fig.**)	34,200
To Discount	600		
To Balance c/d	18,800		
	74,200		74,200

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(4) Ascertaining Closing cash Balance

dr cr.

Particular	rs	Particular	rs
To Balance b/d	1,600	By Creditors	49,200
To Debtors	88,000	By Bills Payables	28,000
To Investments	19,000	By Salary	4,400
To Interest	1,000	By Rent	1,800
		By Advertisement	1,000
		By Drawing	800
		By Balance c/d(Bal. Fig)	24,400
	1,09,600		1,09,600

12. Theory Question :

1. What do you understand by Single Entry System of Account?
2. What are the features of Single entry system of Account?
3. What are the Advantage and Disadvantages of Single Entry System of Account?
4. Distinguish between single entry system and double entry system?
5. Write a Short notes on:

a. Single Entry System

b. Total Debtors Account

c. Total Creditors Account

13. PRACTICAL SUMS / PROBLEMS :

1. Mr. Adnere maintains a dairy in which he records all his daily transactions. From the Following information you are required to prepare his Trading and profit and loss account for the year ended 31st March 2013 and the balance sheet as on that date.

1) The Assets and Liabilities were as under :

Particulars	As on 31-03-2012 (Rs)	As on 31-03-2013 (Rs)
Bank Balances	?	20,000
Sundry Debtors	15,000	16,000
Sundry Creditors	5,000	8,000
Stock-in-trade	15,000	20,000
Fixed Assets	30,000	30,000

2) A sundry debtor as on 31-03-2013 includes Bad Debts of Rs.1, 000 to be written off.

3) Fixed Assets include property rented out rent of which Rs.1, 000 was received for the year utilised for personal use.

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4) Repairs to premises amount to Rs.1, 000 which remained unpaid on 31-3-2013.

5) All sales receipts were banked after meeting business expenses of Rs.5,000 and personal expenses of Rs.3,000.

6) All business payment were made by cheques.

7) Cash sales and cash purchases amounted to Rs.2,000 and Rs.1,000 respectively.

8) Bank account disclosed Deposits of Rs.90,000 and withdrawals of Rs.70,000 for the year.

2) Mr.Marks does not maintain proper books of account from the following information, prepare Trading and Profit and Loss Account for the year ended 31st March,2015 and a

Balance sheet as on that date :

Particulars	31-3-2014	31-3-2015
Debtors	31,500	43,750
Stock	17,150	23,100
Cash and Bank	8,750	?
Creditors	10,500	7,875
Furniture	3,000	3,500
Plant and Machinery	55,000	55,000
Land and Buildings	1,40,000	1,40,000

Analysis of the other transactions are :

Particulars	Rs.
Cash collected from Debtors	1,07,000
Cash paid to creditors	77,000
Salaries	21,000
Rent	2,700
Office Expenses	3,150
Drawings	5,000
Fresh Capital Introduced	3,500
Cash Sales	3,000
Cash Purchase	8,800
Discount Received	1,225
Discount Allowed	525
Returns Inward	1,750
Returns Outward	1,400
Bad Debts	350

Further information :

a) Depreciate Plant and Machinery by 2%, Land and Building by 5% and Furniture by 10%.

b) Office Expenses were prepaid Rs.150 on 31st March,2015.

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3) You are given (a) the balance sheet of Amit on 31st march 2017, (b) a cash account for the year ended 31st march 2018 and (c) additional information. You are required to prepare trading and profit and loss account for the year ended on 31st march, 2018 and balance sheet as on that date.

Liabilities	Amount	Assets	amount
Creditors	36000	Cash	9000
Bills payable	72000	Banks	18000
Capital	180000	Bills receivable	36000
		Debtors	45000
		Stock	36000
		Furniture	18000
		plant	126000
	288000		288000

Cash and bank account for the year ended 31-03-2018

Particulars	Amount	Particulars	amount
To balance b/d	27000	By drawings	21600
To cash sales	63000	By wages	36000
To collection from debtors	144000	By payment to creditors	63000
To bills receivable	135000	By bills payable A/c	108000
		By sundry expenses	54000
		By rent, rates and taxes	36000
		By balance b/d	50400
	369000		369000

Additional information:

a)	Debtors on 31-03,2018	72000
b)	Creditors on 31-03,2018	45000
c)	Bills receivables on 31-03,2018	54000
d)	Bills payable on 31-03,2018	90000
e)	Stock on 31-03,2018	54000
f)	Discount allowed	1800
g)	Discount received	3600
h)	Bills receivable endorsed	27000
i)	Bills receivable in hand dishonoured during the year	9000
j)	Bills receivable as endorsed dishonoured	3600
k)	Bills payable dishonoured	3600

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4. Marcar does not maintain proper books of account. From the following information, prepare Trading and Profit & Loss Account for the year ended 31st December, 2013 and a balance sheet as on that date:

Assets and Liabilities	On 31-12-12 Rs	On 31-12-13 Rs
Debtors	9,000	12,500
Stock	4,900	6,600
Furniture	500	750
Creditors	3,00	2,250

Analyses of the other transaction are:	Rs
Cash collected from debtors	30,400
Cash paid to creditors	22,000
Salaries	6,000
Rent	750
Office Expenses	900
Drawings	1,500
Fresh Capital introduced	1,000
Cash Sales	750
Cash Purchases	2,500
Discount Received	350
Discount Allowed	150
Return inward	500
Return outward	400
Bad Debts	100

He had rs 2,500 cash at the beginning of the year.

5. Mr. Mark does not maintain proper books of account from the following information, prepare Trading and Profit and Loss Account for the year ended 31st March,2015 and a balance Sheet as on that date:

Particulars	31-12-2014	31-3-2015
Debtors	31,500	43,750
Stock	17,150	23,100
Cash and Bank	8,750	?
Creditors	10,500	7,875
Furniture	3,000	3,500
Plant and Machinery	55,000	55,000
Land and Buildings	1,40,000	1,40,000

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Analyses of the other transaction are:

Particulars	Rs
Cash collected from Debtors	1,07,000
Cash Paid to Creditors	77,000
Salaries	21,000
Rent	2,700
Office Expenses	3,150
Drawings	5,000
Fresh Capital Introduced	3,500
Cash Sales	3,000
Cash Purchases	8,800
Discount Received	1,225
Discount Allowed	525
Returns Inward	1,750
Return Outward	1,400
Bad Debts	350

(a) Depreciate Plant and Machinery by 2%,Land and Building by 5%, and Furniture by 10%,

(b) Office Expenses were prepaid Rs 150 on 31st March,2015

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UNIT NO.–3
FUND BASED ACCOUNTING

3.0 Objectives

3.1 Introduction of Fund Based Accounting

3.1.1 Definition

3.1.2Evaluation

3.1.3 Importance

3.1.4. Difference between fund accounting and non-fund accounting.

3.2 Special features of accounting for educational institutions

3.3 Accounting for government grants

3.3.1. Accounting for Government Grants IAS 20

3.3.2. History of IAS 20

3.3.3. Main Principles of Government Grant

3.3.4. Methods of Accounting for Government Grants:

3.3.5. Refund of Government Grants

3.3.6. Disclosure Requirements

3.4 Summary

3.5 Questions

3.6 References

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3.0 OBJECTIVES

- To study the concept of Fund Based Accounting
- To understand the meanings and definition of Fund Based Accounting
- To explain the importance of Fund Based Accounting
- To distinguished between Fund Based Accounting and Non Fund Accounting
- To know the Special features of accounting for educational institutions
- To examine Accounting for government grants
- To evaluate Fund Based Accounting

3.1 INTRODUCTION OF FUND BASED ACCOUNTING:

Fund accounting is a system of accounting widely used in non-business entities, such as nonprofits, government agencies, churches, hospitals and colleges and universities. Fund accounting differs from traditional business

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accounting, which focuses on identifying how successful an entity has been at creating profits.

3.1.1 Definition by Tom Gresham:

Business objectives are different from those of the public sector. Fund accounting is a system of accounting widely used in non-business entities, such as nonprofits, government agencies, churches, hospitals and colleges and universities. Fund accounting differs from traditional business accounting, which focuses on identifying how successful an entity has been at creating profits. Since nonprofits and governments are not designed to generate profits, an alternative accounting method gives them a more fitting approach to tracking and reporting their finances

3.1.2Evaluation:

Fund accounting provides organizations with the tools to consider how well they are meeting their goals. In the case of a non profit charity, for instance, fund accounting provides a view of the organization's relative success providing the service that it was created to provide. It helps identify the sources of an organization's revenue, and it shows how efficiently the organization is transforming those resources into expenses that match the organization's aspirations. Fund accounting highlights areas of strength and weakness, and it documents an organization's assets and debts. As with business accounting, it provides transparency for external audiences, such as donors or taxpayers.

3.1.3 Importance of Fund Based Accounting:

1. Separate Categories: At its core, fund accounting serves to break down an organization into a series of separate funds. Each fund is examined on its own, so that it has its own balance sheet. This contrasts with traditional business accounting, which measures the finances of an entity as a whole. Generally Accepted Accounting Principles, which are a standard set of principles, guidelines and standards used in the United States, require that governments use fund accounting. This means that the finances of a municipal government, for instance, are broken into different funds, such as public works, police and recreation.

2. Tracking Restrictions: Fund accounting allows groups to manage the diverse streams of revenue that they receive and to monitor the restrictions often attached to that revenue. By breaking up an entity's finances into appropriate funds, fund accounting enables organizations to keep the revenues that it receives in the proper categories and prevents those revenues from being spent on inappropriate expenses. For instance, tax revenues in a government typically can only go toward funding certain services. Similarly, non profit organizations often receive donations that have restricted uses, such as toward the construction of a particular building or the operations of a specific program.

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3. Planning:

Fund accounting not only shows the organization's current financial standing for external audiences, but it also enables the organization's decision-makers to plan for the future. For one thing, it demonstrates if an organization has funds on hand that can be used moving forward. It also indicates the types and size of the revenues to be expected in a given year, informing the budget for the upcoming year, and it gives context to administrators and others who are planning how much they can accomplish in the given year.

3.1.4. Difference between fund accounting and non-fund accounting.

Fund Based Accounting:

1. Each fund is treated as a separate fiscal and financial accounting entity.
2. Specific Funds can be used for the purposes for which those funds were obtained; however, the General Fund can be used for meeting general and administrative expenses.
3. In addition to regulating agencies, accountability in fund accounting is towards legislature and contributors of funds.
4. Financial statements include Receipts and Payments Account, Income & Expenditure Account and Balance Sheet.
5. The final result of matching revenue with the expenses is either surplus or deficit.
6. Expenditure must be approved in budget and sanctioned by the governing body.

Non-Fund Accounting :

1. The business enterprise as a whole is treated as a separate entity.
2. The combined resources of business entity can be used for any purpose of the business.
3. In addition to regulating agencies, accountability in non fund accounting is towards owners and consumers etc.
4. Financial statements include Trading Account, Profit & Loss Account and Balance Sheet.
5. The final result of matching revenue with the expenses is either profit or loss.
6. Expenditure must be as per the commercial principles. Preparation of budget is not necessary.

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3.2 SPECIAL FEATURES OF ACCOUNTING FOR EDUCATIONAL INSTITUTIONS:

Educational Institutions (like Schools, Colleges, Universities etc.) do not exist for earning profit. They simply supply benefits and services to the public. As a result, their primary sources of income are – Fees, Subscriptions, Donations, Grants, etc. hence, they do not belong to the property of a particular person or persons.

A group of persons known as 'Trustee' or 'Governing Body' or 'Executive Committee' or 'Board of Management' organize and manage it. Day-to-day routine activities are entrusted to a person who is known as Secretary. Since there are many chances of fraud and embezzlement of the fund of the Institutions, it becomes essential that the accounts of Institutions should be drawn properly.

Generally, accounts of an educational institution are maintained under Cash-basis of accounting and not under Mercantile-basis of accounting.

Collection of tuition fees, admission fees, fines, session charges and special fees— laboratory fees, library fees, sports fees etc. — should be separately recorded in Collection Register. Students' Ledger must be maintained where all these collections should be credited to the respective students. Students' Ledger should also include free studentship, concessions and writing-off irrecoverable fees which are to be sanctioned by higher authority or Managing Committee etc.

Periodical reconciliation should also be made between the fees collected, fees outstanding at the beginning and at the end of the period, fees written-off with fees that should have been collected according to the number of students in different classes having regard to the number of students enjoying free studentship, concessions etc. Separate receipts should also be made for grants from Government D.P.I, or U.G.C. etc., scholarships, stipends etc. All these information are to be recorded in a columnar Cash Book.

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3.2.1 Books of accounts for educational institutions:

(a) Cash Book:

In order to record all receipts and payments a columnar Cash Book is prepared. Each receipt or payment is analyzed into its appropriate head and recorded in the analysis column and the total of the analysis column will represent the amount received or paid under a particular head.

(b) Personal Ledge:

It consists of:

(a) Collection Ledger: It has already been stated earlier.

(b) Donors' Register: It shows the amount provided by the donors, the actual amounts collected and the amount outstanding.

(c) Stock Book Register:

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It keeps record of all properties purchased, e.g., purchase of Building, Furniture, Investment, Book, Consumable Stores, etc. As soon as the asset is purchased, the same is to be recorded first in the Cash Book and thereafter in the Stock Books. Similarly, when an asset is sold, the same must be adjusted so that the Stock Books may remain up-to-date.

(d) Salary and Wage Register:

It keeps records of the amounts of salary and wages which are paid or payable to the employees of the Institution. Monthly total should be made and recorded in Cash Book.

3.2.2 Factors indicating the diversity in accounting practices being followed by the educational institutions:

1. **Lack of awareness** as to benefits of adopting sound accounting practices or applicability of accounting standards formulated by the ICAI.

2. **Adoption of different basis of accounting** - Current accounting practices by various educational institutions vary from that on cash basis, accrual basis to a hybrid form of accounting i.e. a mix of both cash and accrual basis of accounting.

3. **Impact of other laws -** The existing accounting practices in the educational institutions are generally driven by the requirements of the tax and other laws such as Indian Trust Act, 1882, Various State Trusts Act, Societies Registration Act, 1860 rather than with a view to reflect a true and fair view of the state of affairs and results of the activities carried on by the institution during the year.

As a result of the above factors, the existing accounting practices of the educational institutions have the following characteristics:

a) There is no standard basis of accounting being followed by educational institutions. Cash, hybrid, accrual and modified cash/accrual basis of accounting are being followed.

b) The Accounting Standards formulated by the Institute of Chartered Accountants of India, are generally not being applied.

c) There is lack of uniformity in presentation of financial statements.

d) There are different disclosure practices being followed.

e) There is diversity in terminology and accounting policies being adopted.

f) There is no proper reporting, whereby end-use of earmarked or restricted funds can be verified. In view of the above, information provided by the financial statements of different educational institutions is not uniform or comparable. This has given rise to confusion and misunderstanding among the users of financial information provided by educational institutions.

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3.2.3. Annual Statement of Accounts:

This statement reveals the actual income and expenditure of a year classified under appropriate heads. The Annual Statement of Accounts should be audited by Chartered Accountants. This statement is submitted to the Governing Body of the Institution along with the auditor's report. If the same is approved, it becomes final. This statement is prepared in a columnar form, first column being used for 'Budgeted Figures', the second one for 'Actual' and the third one 'Estimated Figures' for the coming year. Besides the above, expenditures include pay and allowances to teaching staff, office staff, general staff, P.F. contribution, Medical inspection, Examination expenses, Games and Sports, Functions and Festivals, Audit fees etc.

3.2.4 ACCOUNTING STANDARDS AND THEIR APPLICABILITY TO EDUCATIONAL INSTITUTIONS

Understanding the need for bringing about a greater degree of uniformity in accounting measurements, the trend all over the world now is towards formulation of accounting standards to be adopted in preparation of accounting information and its presentation in financial statements. Accounting Standards lay down the rules for recognition, measurement, disclosures and presentation of accounting information by different enterprises.

In India, the task of formulating accounting standards has been taken up by the Institute of Chartered Accountants of India (ICAI), which is based on the fundamental accounting assumption of accrual. The accounting standards issued by the Institute of Chartered Accountants of India are applicable to Commercial, Industrial and Business enterprises.

Accounting Standard refers to the term 'Statement of Profit And Loss', in the context of educational institution, this Report uses the term 'Income and Expenditure Account'. Appendix-I provides the direction for applicability of the Accounting Standards to Educational Institution.

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FORM OF CASH BOOK OF A COLLEGE
..... College
General Cash Book

Receipts :

Date	Parti-culars	Grant			Dona-tions	Fees & Fines					Sundries	Total	Voucher Nos.	Remarks
		Govt.	Municipal	Others		Tuition	Hostel	Sports	Others	Fines				
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	

Payments :

Date	Parti-culars	Establishment					Library	Science	Commerce		Hostel	Sports	Repairs	Office Exp.	Misc.	Total	Voucher Nos.
		Teaching			Office	Servants		Appa-ratus	Work-ing								
		Basic	D.A.	Etc.													
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	

..... College
Students' Fees Register for the month of .....

Class .....

No.	Name	Admn. Fees	Tuition Fees	Hostel Fees	Light Charges	Sports	Fines	Others	Total	Date of Payment
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	

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..... College

	Budget Estimates for 1985-86	Actuals 1985-86	Budget Estimates for 1986-87
	Rs.	*Rs.*	*Rs.*
Incomes :			
Grants			
Donations			
Interest on Investments			
Fees			
Hostels			
Scholarships			
Miscellaneous			
Expenditures :			
Establishment			
Repairs of Building			
Furniture			
Library			
Laboratories			
Hostels			
Scholarships			
Rent, Rates and Taxes			
Travelling Allowances			
Stationery			
Postage & Telegrams			
Miscellaneous			

Education institutions should follow uniform accounting system: ICAI

3.2.5 ACCOUNTING FRAMEWORK FOR EDUCATIONAL INSTITUTIONS

Accounting Framework is concerned with general purpose financial statements (hereafter referred to as 'financial statements'). Such financial statements are prepared and presented at least annually and are directed toward the common information needs of a wide range of users. These users have to rely on the financial statements as their major source of financial information and cannot prescribe the information they want from an organisation.

The general purpose financial statements should, therefore, be prepared and presented with their needs in view. It is often argued that since profit is not the objective of educational institutions, the accounting framework, which is relevant for business entities is not appropriate for educational institutions. With a view to recommend suitable accounting system for educational institution, it would be imperative to understand the major ingredients of an accounting framework. An accounting framework primarily comprises the following:

(a) **Elements of financial statements** basically comprising income, expenses, assets and liabilities The framework aims to identify the items that should be considered as income, expenses, assets and liabilities by educational

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institution, for the purpose of including the same in the financial statements by defining the aforesaid terms.

Assets are resources controlled by an entity from which future economic benefits or service potential is expected to flow to the entity. It may thus be noted that the definition of 'asset' would remain the same whether an entity is a business enterprise or an educational institution, in so far as expectation of the future economic benefits is concerned. In other words, what is considered as an asset by a commercial entity e.g., Land, Building, Furniture and Equipment etc., would be considered as an asset by an educational institution also. However, in case of an educational institution, certain items which may not have future economic benefits but have service potential would also be considered as assets. The other elements of financial statements, viz., income, expenses and liabilities, will also remain the same for educational institution as in commercial entities.

(b) **Principles for recognition of items** of income, expenses, assets and Liabilities These principles lay down the timing of recognition of the aforesaid items in the financial statements of educational institution. In other words, these principles lay down when an item of income, expense, asset or liability should be recognised in the financial statements.

There is no difference in the application of the recognition principles to commercial entities and educational institutions. For example, the timing of the recognition of a grant as an income in the financial statements of an organisation does not depend upon the purpose for which the organisation is run. A grant is recognised as income in the financial statements, under accrual basis of accounting, when it becomes reasonably certain that the grant will be received and that the organisation will fulfil the conditions attached to it. Thus, a commercial entity and an educational institution would both follow the aforesaid criteria for recognition of grant as income. Similarly, principles for recognition of other incomes, expenses, assets and liabilities would be the same for commercial entities and educational institutions.

(c) **rinciples of measurement of items** of income, expenses, assets and Liabilities These principles lay down at what amount the aforesaid items should be recognized in the financial statements. Ordinarily, the same principles of measurement would be applicable in case of educational institution as those for commercial entities. In so far as the measurement principles are concerned, the same principles are relevant to a not-for-profit organisation as well as to a commercial entity. For example, depreciation of an asset represents primarily the extent to which the asset is used during an accounting period by an organisation. Thus, whether an asset, such as a photocopying machine, is used by an educational institution or a commercial entity, the measure of charge by way of depreciation depends primarily 10 upon the use of the asset rather than the purpose for which the organisation is run, i.e., profit or not-for-profit motive. Accordingly, the measurement principles for income, assets and liabilities should be the

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same for commercial entities and not for-profit organisations such as educational institutions.

(d) Presentation and disclosure principles: These principles lay down the manner in which the financial statements are to be presented by educational institution and the disclosures to be made therein. In so far as presentation of financial statements is concerned, educational institution generally follow what is known as 'fund based accounting' whereas the commercial entities do not follow this system. This is because educational institution may be funded by numerous grants, donations or similar contributions, which may or may not impose conditions on their usage. In other words, the use of some funds may be restricted by an outside agency such as a donor or self-imposed by the organisation.

Therefore, the financial statements of educational institution should reflect income, expenses, assets and liabilities in respect of such funds separately so as to enable the users of financial statements such as the contributors, to assess the usage of the funds contributed by them. However, it may be noted that fund based accounting is relevant primarily for the purpose of presentation of financial statements and not for the purpose of identification, recognition and measurement of various items of income, expenses, assets and liabilities. It may be concluded from the above paragraphs that while the identification, recognition and measurement of elements of financial statements are sector neutral, the presentation of financial statements may differ among the two sectors, viz., for profit sector and not-for-profit sector. Similarly, disclosure principles may also differ. The accounting framework discussed above would apply to all categories and types of educational institution. However, the books of account to be maintained by various educational institutions may depend upon the nature of activities and/or programmes carried on by them.

3.2.6. Practical Problem :

Illustration:

From the following Trial Balance of Brahmo Samaj Education Society as at 31st Dec. 2007, prepare an Income and Expenditure Account and a Balance Sheet

	Dr. Rs.	Cr. Rs.
Furniture and Fittings	12,500	
Additions	3,200	
Library Books	17,500	
Additions	4,300	

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	Rs.	Rs.
Buildings	2,75,000	
General Investments	1,50,000	
Investment Reserve Fund		15,000
Sundry Debtors and Creditors	5,000	14,500
Entrance Fees		15,200
Examination Fees		2,400
Subscription Received		20,000
Certificate Fees		500
Hire of Society's Hall		6,500
Interest on Investment		5,500
Sundry Receipts		600
Staff Salaries	10,200	
Printing & Stationery	1,000	
Taxes	800	
Examination Expenses	650	
Subscription of Periodicals	1,200	
Prize Trust Fund		16,000
Prize Trust Investments	15,800	
Prize Trust Income		650
Prize Awarded	400	
Prize Fund Bank Balance	275	
Donation received (to be capitalised)		18,000
General Expenses	375	
Capital Fund		3,89,150
Cash at Bank	5,500	
Cash in hand	300	
	5,04,000	5,04,000

The following further information is supplied to enable you to make the necessary adjustments :

	Rs.
Subscriptions to be received	4,500
Subscriptions received in advance	500
Interest on general investment accrued	450
Staff salaries outstanding	1,800
Taxes paid in advance	150

Provide depreciation at the following rates on :

Library Books	15% p.a.
Furniture & Fitting	5% p.a.
Building	1% p.a.

The market value of General Investments on 31st Dec. 2007 was Rs. 1,35,000, but you are not required to bring down the book value to this level.

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Solution :

In the books of Brahmo Samaj Education Society
Income and Expenditure Account
for the year ended 31st December 2007

Dr.	Rs.	Rs.	Cr.	Rs.	Rs.
To Staff Salaries	10,200		By Subscriptions	20,000	
Add : Outstanding	1,800		*Add* : Outstanding	4,500	
		12,000		24,500	
" Printing & Stationery		1,000	*Less* : Received in Adv.	500	
" Taxes	800				24,000
Less : Prepaid	150		" Entrance fees		15,200
		650	" Examination fees		2,400
" Examination Fees		650	" Certificate fees		500
" Subsc. & Periodicals		1,200	" Hire of Society Hall		6,500
" General Expenses		375	" Interest	5,500	
" Depreciation on :			*Add* : Accrued	450	
Library Books 15%	2,948				5,950
Furniture & Fittings 5%	705		" Sundry Receipts		600
Building 1%	2,750				
		6,403			
" Surplus—Excess of income over expenses		32,872			
		55,150			55,150

Balance Sheet
as at December 2007

Liabilities	Rs.	Rs.	*Assets*	Rs.	Rs.
Capital Fund :			Building	2,75,000	
Balance	3,89,150		*Less* : Depreciation	2,750	
Donations	18,000				2,72,250
Add : Surplus	32,872		Furniture	15,700	
		4,40,022	*Less* : Depreciation	705	
Prize Trust Fund		16,250			14,995
Investment Reserve Fund		15,000	Books	21,800	
Outstanding Salaries		1,800	*Less* : Depreciation	2,948	
Subscription Received in Advance		500			18,852
Sundry Creditors		14,500	Prize Trust Investment		15,800
			General Investment		1,50,000
			Sundry Debtors		5,000
			Accrued Interest		450
			Outstanding Subscriptions		4,500
			Prepaid Taxes		150
			Prize Trust Bank Balance		275
			Cash at Bank		5,500
			Cash in hand		300
		4,88,072			4,88,072

Note : Depreciation on addition to Library Books and Furniture has been calculated for 6 months.

3.3 ACCOUNTING FOR GOVERNMENT GRANTS:

The government undertakes promotional activities, provides incentives and grants to businesses. The grants received from the government are in various forms such as subsidy, incentives, duty drawbacks among others.

The assistance was given by the government in cash or kind with certain specific conditions. These do not include such grants from the government which cannot be measured reasonably.

Also, the transactions with the government which cannot be separately identified from normal trading of the organization are not considered as a grant.

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For eg:- Receipt of cash on the sale of packaged drinking water to railways by 'Bisleri'.

3.3.1. Accounting for Government Grants IAS 20

IAS 20 Accounting for Government Grants and Disclosure of Government Assistance outlines how to account for government grants and other assistance. Government grants are recognised in profit or loss on a systematic basis over the periods in which the entity recognises expenses for the related costs for which the grants are intended to compensate, which in the case of grants related to assets requires setting up the grant as deferred income or deducting it from the carrying amount of the asset.

IAS 20 was issued in April 1983 and is applicable to annual periods beginning on or after 1 January 1984.

3.3.2. History of IAS 20

September 1981	Exposure Draft E21 Accounting for Government Grants and Disclosure of Government Assistance
April 1983	IAS 20 Accounting for Government Grants and Disclosure of Government Assistance
1 January 1984	Effective date of IAS 20 (1983)
1994	IAS 20 (1983) was reformatted
22 May 2008	IAS 20 amended for Annual Improvements to IFRSs 2007 to bring it in line with IAS 39 in respect of loans with the below market-rate of interest
1 January 2009	Effective date of May 2008 amendment to IAS 20

3.3.3. Main Principles of Government Grant

1. Government grants should not be recognized until there is reasonable assurance that (i) the enterprise will comply with the conditions attached to them, and (ii) the grants will be received.
2. Government grants related to specific fixed assets should be presented in the balance sheet by showing the grant as a deduction from the gross value of the assets concerned in arriving at their book value. Where the grant related to a specific fixed asset equals the whole, or virtually the whole, of the cost of the asset, the asset should be shown in the balance sheet at a nominal value. Alternatively, government grants related to depreciable fixed assets may be treated as deferred income which should be recognized in the profit and loss statement on a systematic and rational basis over the useful life of the asset, i.e., such grants should be allocated to income over the periods and in the proportions in which depreciation on those assets is charged. Grants related to non-depreciable assets should be credited to capital reserve under this

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method. However, if a grant related to a non-depreciable asset requires the fulfilment of certain obligations, the grant should be credited to income over the same period over which the cost of meeting such obligations is charged to income. The deferred income balance should be separately disclosed in the financial statements.

3. Government grants related to revenue should be recognized on a systematic basis in the profit and loss statement over the periods necessary to match them with the related costs which they are intended to compensate. Such grants should either be shown separately under 'other income' or deducted in reporting the related expense.

4. Government grants of the nature of promoters contribution should be credited to capital reserve and treated as a part of shareholders' funds.

5. Government grants in the form of non-monetary assets, given at a concessional rate, should be accounted for on the basis of their acquisition cost. In case a non-monetary asset is given free of cost, it should be recorded at a nominal value.

6. Government grants that are receivable as compensation for expenses or losses incurred in a previous accounting period or for the purpose of giving immediate financial support to the enterprise with no further related costs, should be recognized and disclosed in the profit and loss statement of the period in which they are receivable, as an extraordinary item if appropriate (see Accounting Standard (AS) 5, Net Profit or Loss for the Period, Prior Period Items and Changes in Accounting Policies).

7. A contingency related to a government grant, arising after the grant has been recognized, should be treated in accordance with Accounting Standard (AS) 4, Contingencies and Events Occurring after the Balance Sheet Date.

8. Government grants that become refundable should be accounted for as an extraordinary item (see Accounting Standard (AS) 5, Net Profit or Loss for the Period, Prior Period Items and Changes in Accounting Policies).

9. The amount refundable in respect of a grant related to revenue should be applied first against any unamortized deferred credit remaining in respect of the grant. To the extent that the amount refundable exceeds any such deferred credit, or where no deferred credit exists, the amount should be charged to profit and loss statement. The amount refundable in respect of a grant related to a specific fixed asset should be recorded by increasing the book value of the asset or by reducing the capital reserve or the deferred income balance, as appropriate, by the amount refundable. In the first alternative, i.e., where the book value of the asset is increased, depreciation on the revised book value should be provided prospectively over the residual useful life of the asset.

10. Government grants in the nature of promoters contribution that become refundable should be reduced from the capital reserve.

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3.3.4. Methods of Accounting for Government Grants:

There are two methods outlined by the AS to account for the government grants:

I. Capital Approach

II. Income / Revenue approach

The method of accounting for any grant is always based on the nature of grant received. The grants are recognized only where a certainty exists for the fulfilment of conditions and ultimate collection of such grants.

3.3.4. I. Capital Approach

To state simply, these grants are treated as a part of capital or shareholder's funds. These are such grants which are given as a proportion of total investment in a business.Ordinarily, the government does not expect a repayment of such grants. Due to this reason, such grants are credited to the capital or shareholder's funds.

These grants are divided primarily into three types:

A) Non-monetary-grants

B) The proportion of capital in a business

C) For specific fixed assets

3.3.4.I.A. Accounting of grants as a Proportion of total capital in a business

The non-monetary grants are those which are given in form of resources such as land, building. These grants are usually given at a concessional rate or for free. These grants should be accounted for at the acquisition cost or nominal value (if given free of cost).

3.3.4.I.B. Accounting of grants as a Proportion of total capital in a business

Where grants are of such nature that they are treated as a proportion to total capital in a business, they are treated as Capital Reserves and shown as Capital Reserve in the Balance Sheet. This way the amount received will not have any effect on Income Statement or Fixed Assets carrying amount. This means that such amounts cannot be distributed as a dividend to shareholders. Also, they are not eligible to be considered as a deferred income.

3.3.4.I.C. Accounting of grants for Specific fixed assets

These are such grants which have a primary condition attached to them:

i. The organization receiving such grants must either Construct, Acquire or Purchase such specific fixed assets for which such grant is given.

ii. Other condition may also be imposed as the type of assets, location of assets, period of acquisition, etc.

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Two methods are prescribed for recognition of grants in form of grants for specific fixed assets:

Method 1

The amount of grant is reduced from the gross amount of the asset to calculate book value. This signifies that the grant is being recognized in profit and loss account as a reduced charge of depreciation over the life of such asset.

Illustration:

ABC Ltd. Purchases a machinery for Rs. 30 lakhs with a useful life of 5 years and 'Nil' salvage value. It gets Rs. 10 lakhs as a grant from the government for this machinery.

a) The gross value of machinery will be shown as Rs. 20 lakhs (30 lakhs – 10 lakhs) in the balance sheet

b) Rs. 4 lakhs (20 lakhs / Useful life i.e. 5 years) will be charged to profit and loss account each year as a depreciation on this machinery.

Method 2

The grants are treated as a deferred income in the financial statements. This income is recognized gradually in the profit and loss account over the useful life of an asset or say in the proportion of depreciation on such asset.

Illustration :

ABC Ltd. Purchases a machinery for Rs. 30 lakhs with a useful life of 5 years and 'Nil' salvage value. It gets Rs. 10 lakhs as a grant from the government for this machinery.

a) The Gross value of machinery will be shown as Rs. 30 lakhs in the balance sheet along with Rs. 10 lakhs as 'Deferred Government Grant'.

b) Rs. 6 lakhs (30 lakhs / Useful life i.e. 5 years) will be charged to profit and loss account each year as a depreciation along with an income of Rs. 2 lakhs (10 lakhs / Useful life i.e. 5 years).

3.3.4.II. Income Approach

Grants which relate to revenue are credited to the profit and loss account as 'Other Income'. They can also be deducted from the related expenses in the profit and loss account. For example:- Grants for electricity expenses of a manufacturing entity.

3.3.5. Refund of Government Grants

There are scenarios where the government grants are to be refunded due to non-fulfilment of certain conditions.

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The accounting for such refund of grants is as under:

Government Grants				
	Treated as revenue grant on receipt	Grant for Specific fixed assets		Grant for a Proportion of total Capital
		Method - 1	Method - 2	
Accounting on Receipt of Grant	Shown as deferred credit balance	Deducted from cost of fixed assets in books of accounts	Shown as deferred income and charged on the proportion and time basis of depreciation on asset	Amount charged and shown as capital reserve
Accounting on Refund of Grant	Deducted from deferred credit balance. Any balance after deduction is charged to P&L Account immediately as expenses.	Amount deducted initially is increased in the books of accounts	Deferred income balance is decreased in the books of accounts	Amount deducted from capital reserve

3.3.6. Disclosure Requirements

i. Accounting policy adopted inclusive of the method of presentation

ii. Nature and extent of government grant recognized in financial statements

3.4 SUMMARY:

Fund accounting allows groups to manage the diverse streams of revenue that they receive and to monitor the restrictions often attached to that revenue. By breaking up an entity's finances into appropriate funds, fund accounting enables organizations to keep the revenues that it receives in the proper categories and prevents those revenues from being spent on inappropriate expenses.

Accounts of an educational institution are maintained under Cash-basis of accounting and not under Mercantile-basis of accounting. Collection of tuition fees, admission fees, fines, session charges and special fees— laboratory fees, library fees, sports fees etc. — should be separately recorded in Collection Register. Students' Ledger must be maintained where all these collections should be credited to the respective students. Students' Ledger should also include free studentship, concessions and writing-off irrecoverable fees which are to be sanctioned by higher authority or Managing Committee etc.

Capital approach grants are divided primarily into three types:

A) Non-monetary-grants

B) The proportion of capital in a business

C) For specific fixed assets

Income Approach Grants related to revenue, so they are credited to the profit and loss account as 'Other Income'. They can also be deducted from the related expenses in the profit and loss account.

3.5 QUESTIONS:

Q.1. Explain the importance of Fund Based Accounting?

Q.2. Distinguished between fund accounting and non-fund accounting.

Q.3. What are the Special features of accounting for educational institutions?

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Q.4. Explain 'Accounting for government grants'?

Q.5. What are the different methods of Accounting for Government Grants?

Q.6. Government grants – question:

ABC receives the following government grants in 2012:

1. Grant of CU 40 000 to acquire a water cleaning station. The cost of the station was CU 100 000 and its useful life is 8 years. ABC acquired the station on 1 July 2012 and recognized depreciation on a straight-line monthly basis.
2. Grant of CU 10 000 to cover the expenses for ecological measures during 20X2 – 20X5. ABC assumes to spend CU 3 000 in 2012-2015 and CU 2 000 in 2016 (CU 14 000 in total).
3. Grant of CU 3 000 to cover the expenses for ecological measures made by ABC in 2010-2011.

Prepare the journal entries in the year ended 31 December 2012.

Hint:

As there are 3 different grants, let's solve them one by one.

Grant for a water cleaning station

This grant is a typical grant to acquire property, plant and equipment. As written above, we have 2 choices to present it:

Option #1: Deferred income

ABC can credit the grant to deferred income and amortize it over the useful life of a water cleaning station in order to match the grant income with the relevant costs (in this case depreciation charges).

In 2012, ABC recognizes CU 2 500 in profit or loss (calculated as the grant of CU 40 000 divided by 8 years times 6 months in 2012 divided by 12 months in a year).

Our journal entries are:

Description	Amount	Debit	Credit
Receipt of the grant	40 000	SoFP – Cash/Bank account	SoFP Deferred income
Recognition in P/L in 2012	2 500 (40 000/8*6/12)	SoFP Deferred income	P/L Income from government grant

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Option #2: Deduction from an asset

ABC can deduct the grant amount to arrive at carrying amount of a water cleaning station. Then its recognition in profit or loss is automatically reflected in depreciation charges.

As a result, the new carrying amount of a water cleaning station upon initial recognition is CU 60 000 (cost of CU 100 000 less grant of CU 40 000) and the annual depreciation charge is CU 7 500 (CU 60 000 divided by 8) instead of CU 12 500 (CU 100 000 divided by 8). In the first year, it's CU 3 750 (6 months only).

Our journal entries are:

Description	Amount	Debit	Credit
Receipt of the grant	40 000	SoFP Cash/Bank account	SoFP PPE (Water cleaning station)
Recognition in P/L in 2012 (within depreciation charge)	3 750 (60 000/8*6/12)	P/L Depreciation of water cleaning station	SoFP PPE (water cleaning station)

Note: SoFP = statement of financial position.

Grant for ecological measures in 2012-2015

Apparently, the second grant is provided to reimburse the expenses for ecological measures in 2012 to 2015. In other words, it is a grant for current and future expenses.

ABC needs to recognize the income from grant in the periods when relevant expenses are incurred.

In this example, we can calculate the portion recognized in P/L in 2012 on a proportionate basis, i.e. assumed CU 3 000 in 2012 divided by total assumed expenses of CU 14 000 times the grant of CU 10 000.

The credit entry goes in profit or loss, but here, ABC has a choice to present the grant income as a separate line item (that's easier) or to deduct it from the expenses.

The journal entries are:

Description	Amount	Debit	Credit
Receipt of the grant	10 000	SoFP – Cash/Bank account	SoFP – Deferred income
Recognition in P/L in 2012	2 143 (3 000/14 000*10 000)	SoFP – Deferred income	P/L – Income from grants (or relevant expense)

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Grant for ecological measures in 2010-2011

The third grand relates to the expenses that had already been incurred in the previous years 2010 and 2011.As a result, the grant is recognized immediately in profit or loss.

The journal entry is:

Description	Amount	Debit	Credit
Receipt of the grant	3 000	SoFP Cash/Bank account	P/L Income from government grant

3.6 REFERENCES

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UNIT NO.–4
DEVELOPMENTS IN ACCOUNTING

Structure

4.0 Introduction
4.1 Unit Objectives
4.2 Value Added Statement
4.3 Economic Value Added Statement
4.4 Human Resource Accounting
4.5 Accounting for Intangible Assets
4.6. Environmental Accounting
4.7. Summary
4.8. Questions and Exercises

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4.0. INTRODUCTION :

The paradigm shift in the economic environment in India during the last few years has led to increasing attention being devoted to developments in accounting standards and approaches to accounting issues. This unit intends to explore the concepts that are comparatively new but have gained significance these days. A number of companies in India have started including Value Added Statement and Economic Value Added Statement as part of their published annual reports. This unit explains the merits and limitations of these and other innovations that have been become part of the Indian accounting field.

4.1 UNIT OBJECTIVES

After going through this unit, you will be able to:

- Explain the advantages and limitations of Value Added Statement
- Describe the utility of Economic Value Added Statement
- Discuss the various features of the human resource accounting
- Explain the significance of environmental accounting
- Describe features of accounting for intangible assets.

4.2 VALUE ADDED STATEMENT

This concept is comparatively new but is gaining considerable importance these days, particularly for taxation and managerial performance purposes. A growing number of companies in India have started including a Value Added

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Statement (VAS) on the lines of the companies in western countries, as part of their published annual reports and accounts.

The concept of Value Added or wealth creation is a performance measure and it reports the wealth generated by a business undertaking over a period of time. It represents the sales value "less the cost of bought-in-goods and services used in producing those sales". According to the Institute of Chartered Accountants of India, the term value added refers to" the increase in value of a product or service resulting from an alteration in the form, location or availability excluding the cost of bought out materials and services." Thus, it can be calculated by deducting the value of goods and services purchased from outside from the sales revenue. The excess of turnover over bought in goods a service, services may be termed as 'Gross Value Added'. The 'Net Value Added' can be ascertained by deducting the amount of depreciation from the amount 'Gross Value Added' so calculated.

The share of each of the following parties namely workers, government, financial institutions and companies, and shareholders or owners is shown separately. The preparation of value added statement can be understand with the help of the following example:

Sales			20,000
Less:	Materials consumed	8,000	
	Wages paid	4,000	
	Interest paid	2,000	
	Insurance premium	500	
	Auditor's fee	300	
	Rent	200	
	Depreciation	1,000	
	Profit before Tax (PBT)		16,000
Less:	Income Tax (50%)		4,000
	Profit after Tax (PAT)		2,000
Less:	Dividend		1,000
	Balance representing Retained Earnings		1,000

From the Conventional Income Statement, the Value Added Statement can be prepared

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Value Added Statement

Generations of Value Added		
Sales		20,000
Less: Bought-in-goods or services:		
Materials consumed	8,000	
Insurance Premium	500	
Auditors Fee	300	----------
Rent	200	9,000
Gross Value Added		11,000
Less: Depreciation		1,000
Net Value Added		10,000
Application of Value Added:		
Share of Workers		4,000
Share of Government		2,000
Share of Financiers:		
Financial Institutions and Bank (Interest)	2,000	
Shareholders and Owners:		
Dividends	1,000	
Retained Earnings	1,000	4,000
		10,000

It may be noted that 'Value Added' is certainly a versatile measure for evaluating the performance and efficiency of an enterprise as compared to the 'profit figure' disclosed by the Conventional Financial Statements. This is because profit is a measure of performance available only for the owners of the business. While 'value added' is a performance measure available for all parties, viz , workers, government, financiers and owners. It has a social significance also since the society will judge and utility and efficiency of a business firm from its ability to generate wealth or value added. In view of the fact that the concept of Value Added is of considerable significance for all, it will be proper to develop uniform principles and practices to be followed by all firms in preparing and presenting the value added statement.

The incorporation of Value Added Statement has become a statutory requirement in U.K. and also many European countries. In India, at present the incorporation of such a statement is not compulsory under the Companies Act, 1956. This has been left to the choice of the company. Some of the companies which are incorporating such a statement in their annual reports are Cement Corporation of India (CCI), Madras Refineries Ltd., the Minerals and Metals Trading Corporation of India and the Associated Cement Companies Ltd.

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However, with growing realisation in the corporate sector for adoption of better corporate reporting practices, the things will get considerably improved in the years to come and Value Added Statement will become an inseparable part of published annual accounts of companies.

Treatment of Certain Items

In preparation of the value added statement, the treatment of certain items create problems. The accountants have divergent approaches. We are discussing below these problems areas and the views of the accountants regarding their treatment:

1. **Treatment of Depreciation.** There are two alternative approaches:

   (a) Depreciation may be taken as a part of bought-in-materials and services on the ground that the cost of using an asset is an external charge for the business.

   (b) Depreciation may be taken as a part of retained earnings since it is provided for maintenance and expansion of assets and remains with the business.

   For instance in the example given above, the value added according to second approach will be taken as Rs. 11,000 and the amounts of retained earnings, inclusive of depreciation, will be Rs. 2,000.

2. **Treatment of Non-trading Income.** These include incomes which have not been earned by a firm in the normal course of its business operations, e.g., dividends, interest, rents received by a manufacturing firm. The following are the alternative approaches to treatment of these items:

   (i) They can be combined with other items such as sales.

   (ii) They can be deducted from non-trading expenses such as interest and property taxes payable..

   (iii) They can be shown as a separate credit item as an addition to value added.

3. **Treatment of Income from Associated Companies:** There are two alternatives treatments of such income:

   (i) The dividend received from the associated companies may be taken as an addition to value added.

   (ii) The adjusted share of profit may be taken as an addition to value added.

4. **Treatment of Taxation.** An enterprise is required to pay different types of taxes to the government. Their treatment can be as follows:

   (1) Rates and road taxes should be added to the cost of bought-in-materials and services.

   (2) Corporation tax should be taken as payable to the government;

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(3) Tax deducted at source from the salaries of the employees may either be shown as payable to employees or payable to government; and

(4) Tax on dividends should be shown as payable to shareholders.

Illustration 1 From the following Profit and Loss Account of X Limited, (i) prepare Gross Value Added Statement, and (ii) show the Reconciliation between Gross Value Added and Profit before taxation.

Profit and Loss Account

for the year ended 31st March, 2009

Income	(in lakhs)	(in lakhs)
Income:		
Sales		800
Other Income		50
		850
Expenditure:		
Production and Operational Expenses	600	
Administrative Expenses	30	
Interest and Other Charges	30	
Depreciation	20	680
Profit before Tax		170
Provision for Tax		30
Balance as per last Balance Sheet		140
		10
Transferred to:		150
General Reserve		80
Proposed Dividend		20
Surplus carried to Balance Sheet		50
Break-up of some of the Expenditure is as follows:		150
Production and Operational Expenses:		
Consumption of Raw Materials and Stores		320
Salaries, Wages, and Bonus		60
Cess and Local Taxes		20
Other Manufacturing Expenses		200
		600
Administrative Expenses:		
Audit Fee		6
Salaries and Commission to Directors		8
Provision for Doubtful Debts		6
Other Expenses		10
		30

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X Limited

Gross Value Added Statement

for the year ended 31st March, 2009

(Rs. in lakhs)		(in lakhs)	%
Sales			
Less: Cost of bought in material or services:			
Production and Operation Expenses (320+200)	500		
Administrative Expenses (6+6+10)	22		
Interest on Working Capital Loans	10	522	
Value added by manufacturing and trading activities		248	
Add: Other Income		50	
Gross Value Added		298	
Application of Value Added:			
To Pay Employees:			
Salaries, Wages and Bonus		60	20.14
To Pay Directors:			
Salaries and Commission		8	2.68
To Pay Government:			
Cess and Local Taxes	20		
Income Tax	30	50	16.78
To Pay Providers of Capital:			
Interest on Debentures	5		
Interest on Fixed Loans	15		
Dividend	20	40	18.42
Provide for Maintenance and Expansion of the Company			
Depreciation	20		
General Reserve	80		
Retained Profit (50-10)	40	140	46.98
		298	100.00

Reconciliation between Gross Value Added and Profit before Taxation

	(in lakhs)	(in lakhs)
Profit Before Tax		
Add		170
Depreciation	20	
Salaries, Wages and Bonus	60	
Director's Remuneration	8	
Cess and Local Taxes	20	
Interest on Debentures	5	
Interest on Fixed Loans	15	128
Gross Value Added		298

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Advantages of Value-Added Statement

Value Added Statement provides the following advantages:

(i) **Broader concept.** Value added statement is based on 'enterprise theory' rather than 'entity theory'. In case of entity theory, net profit is computed on the basis that it is the reward of the proprietor (or shareholders in case of a company). This is a traditional and narrow view of the term Net Profit or Net Income. On the other hand, in case of an enterprise, the net value added represents the total income of the enterprise as a whole. The term enterprise includes the employees, Government, financiers or other persons who have a stake in the enterprise. Thus, value added concept defines income in a broader sense, i.e.., income for the society as whole and not for a particular individual or individuals.

(ii) **Positive attitude of employees.** Value added statement develops a positive and favourable attitude of the employees towards their company. This is because such statement reflects a broader view of the company's objectives and responsibilities.

(iii) **Introduction of productivity-linked bonus scheme.** Value added statement helps the organisation in introducing the productivity-linked bonus scheme. The employees can be paid bonus on the basis of Value Added/Payroll ratio.

(iv) **Useful diagnostic tool.** Value added based ratios, e.g., value added/payroll, taxation/value added, value added/ sales,. etc. are useful diagnostic and predictive tools. The organisation may compare its different value added ratios with those of other organisations to ascertain its performance, profitability vis-a-vis others and take such remedial measures as may be necessary. It may be more useful if inflation adjusted value added ratios are used for comparison purposes.

(v) **Reliable ranking.** Value added can serve as a better measure for ranking the companies according to their size and importance as compared to ranking them on the basis of sales or capital employed. This is because sales may be inflated or capital-intensive company with a few employees may appear to be more important than a company requiring intensive skilled labour.

(vi) **Linking with national income.** Value added statement links the company's financial statement with the national income. The value added statement discloses the company's contribution to national income.

Limitations of Value Added Statement

(i) **Not a substitute for traditional income statement.** Value added statement shows application of value added to different groups of people interested in the company, viz, employees, financiers, stakeholders, government etc. It is argued that the ultimate risk is only that of the shareholders. The other groups of persons are interested only in taking their share out of the total earnings of the company but they are not prepared to bear losses when the company is in trouble. Hence, the concept of showing value added as

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applied to several interested groups is questioned by many academicians. They advocate that since the shareholders are ultimate risk takers, the residual profit remaining after meeting the obligations of the outside interest groups should only be shown as value added accruing to the shareholders. It is, therefore, suggested that the value added statement should only be shown as a supplementary statement and not as a substitute for the traditional income statement.

(ii) **No fixed standard.** Value added statement doesn't have a standard methodology of its preparation. Different firms follow different methods while presenting the value added statement. Some companies report only tax levied on profit under the heading of 'Value Added Applied to Government' while others prefer to report on wide range of taxes including duties under the same heading. However, this criticism of non-standardisation will be effectively eliminated if the Institute of Chartered Accountants of India brings out an Accounting Standard on Value Added. The criticism, is therefore, only of temporary phenomenon.

4.3 ECONOMIC VALUE ADDED STATEMENT

Traditional approaches to measuring 'Shareholders' Value Creation' have used parameters such as earnings capitalisation, market capitalisation and present value of estimated future cash flows. Extensively equity research has now established that it is not earning per se, but value which is important. A new measure called "Economic Value Added" (EVA) is increasingly being applied to understand and evaluate financial performance.

Economic Value Added is a residual measure of financial performance. It may be defined as the operating profit after tax less the charge for the capital both equity as well as debt used in the business. This measure is being increasing used by AAA companies like Hindustan Lever Limited. The concept of EVA can be described as under:

EVA = Net Operating Profit after Taxes (NOPAT)- Cost of Capital Employed (COCE), where

NOPAT = Profits after depreciation and taxes but before interest costs. NOPAT thus represents the total pool of profits available on an ungeared basis to provide a return to lenders and shareholders; and

COCE = Weighted Average Cost of Capital (WACC) x Average Capital Employed

What does EVA show?

EVA is residual income after charging the Company for the cost of capital provided by lenders and shareholders. It represents the value added to the shareholders by generating operating profits in excess of the cost of capital employed in the business.

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When will EVA increase?

EVA will increase if:

(a) Operating profits can be made to grow without employing more capital, i.e., greater efficiency.

(b) Additional capital is invested in projects that return more than the cost of obtaining new capital, i.e., profitable growth

(c) Capital is curtailed in activities that do not cover the cost of capital, i.e., liquidate unproductive capital.

Utility of Economic Value Added (EVA)

The utility of EVA can be expressed as under:

(i) EVA presents the value added to the shareholders by generating operating profits over and above the cost of capital employed in the business. Hence it is a measure of financial performance of the company.

(ii) EVA is a management tool that disclose the impact of both strategic as well as operational decisions of the management. The examples of strategic decisions are: what investment to make, which business to exist, which financial structure is optimal, etc. While operational decisions include, whether to make in house or out source, repair or replace equipment or, make short or long production runs, etc.

(iii) EVA can prove as an effective tool for increasing shareholder's wealth, through integrating EVA framework in four key areas, viz., to measuring business performance, guiding managerial decision-making, aligning managerial incentives with shareholder interests and improving the financial and business literacy throughout the organisation.

Example. The concept of economic value added can be understood with the following figures taken from the books of accounts of Hindustan Lever Limited. It may be noted here that the following parameters have been used for calculation of EVA:

(a) **Cost of debt:** It has been taken at a pretax rate of 14% after taking into account the trends over the years.

(b) **Cost of equity:** Represents the return expected by the investors to compensate them for the variability in returns by fluctuating earnings and share prices computed as under:

Cost of Equity = Risk-free return equivalent to yield on long-term Government bonds (taken at 12.5%)

(+)

Market risk-premium (taken at 90%)) (x) Beta variant for the Company, (taken at 0.8) where the Beta is a relative measure of risk associated with the

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Company's share as against the market as whole.

Thus HLL's cost of equity = 12.5% + 9% (x) 0.8 = 19.7%

(Actual computation of EVA for the period 1996-2004 has been given on page 103}

4.4. HUMAN RESOURCE ACCOUNTING

Objectives :

The objective of the study are to :

Understand the concepts of human resource accounting

Learn the various methods of valuing human resources

Appreciate the importance of human resource accounting

Meaning of human resource accounting :

Human resource accounting is the offshoot of various research studies conducted in the areas of accounting and finance. human resource accounting, also known as human assets accounting, is involved in identifying, measuring, capturing, tracking, and analysing the potential of the human resources of a company and communicating the resultant information to the stakeholders of the company. In simple terms, it is the process of recognizing, measuring and communicating useful information relating to human resources.

Definition of human resource accounting:

The concept of human accounting can be better understood with the help of the following definitions.

The American accounting association committee on human resource accounting defines it as human resource accounting is the process of identifying and measuring data about human resource and communicating this information to interested parties. In simple terms, it is an extension of the accounting principle of matching cost and revenues and of organizing data to communicate relevant information in financial terns.

Mr. woodruff jr. vice president of R. G. BARRY corporation , U.S.A. defined it as human resource accounting is an attempt to identify and report investment made in human resource of an organization that are presently not accounted for in conventional accounting practice. Basically it is an information system that tells the management what changes over time are occurring to the human resource of the business.

According to Geoffrey M.N. baker human resource accounting is the term applied by the accountancy profession the cost and value of employed to their employing organization.

Eric Flamholtz calls human resource accounting as accounting for people as

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organizational resources. Human resource accounting is the measurement of the cost and value of people for organization.

In short, human resource accounting is the art of valuing recording and presenting systematically the worth of human resource in the books of account of an organization.

The important characteristic features of human resource accounting are :

Valuation of human resource resources

Recording the value of human resources in the books of accounts.

Disclosure of the value of human resources in the financial statements of the business.

Needs for human resource accounting :

The success of any organization depends upon the effective and significant utilization of men, material and money. While non human capital is recognized as an assets and recorded in the books and reported in the financial statement, the human capital is totally ignored by the accountants.

Any assets whether tangible or intangible generates future income stream. Therefore, human resources are as good as any other physical or intangible assets owned by an enterprise for production of goods and services and earning profitability on its investments. In fact, it is the only active asset in the assets portfolio of an organization. It is the quality of the human resource that determines the performing, profitability and growth of an organization. Any asset viz.., buildings, plants, computers and other physical and financial resources are unproductive human efforts and decision.

In our traditional accounting practices, the heavy amount incurred by an enterprise on recruitment, selection, placement, training and development of the personnel is generally treated as revenue expenditure and therefore debited to profit and loss accounts of the period during which such amounts is incurred. But today, it is argued that the benefit to these expenditure is likely to be received in future and it is against the accounting principle to treat them completely as revenue expenditure. Therefore, such expenditure should be capitalized and shown in the balance sheet.

The success of any organization is reflected in the return on investment and the real return on investment cannot be computed unless the investment in human resource is taken into consideration. In fact the qualitative aspects relating to human assets like skill, efficiency, loyalty and commitment are essential for the growth of the organization.

Hence, the concept of Human Resource Accounting [HRA] has been evolved in seventies, which emphasizes that human resources should be treated like physical assets and should be shown in the balance sheet of the enterprise. The balance sheet of a business concern cannot represent a true and fair view of its financial affairs unless all the assets and resources including the human resources

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are properly disclosed. They can as well be shown as supplementary information in the annual report.

Objective of human resource accounting

The valuation of human resource is of important in view of the fact that it reveals whether the management is building up human resource or depleting them.

Rensis Likert, one of the earliest proponents of human resources to the organization, has listed the following as the objectives of Humans Resource Accounting :

To furnish the cost value information for making management decision and maintaining human resources in order to attain cost effective organizational objectives .

To allow management personal to monitor effectively the uses of human resources.

To provide a sound and effective basis for asset control.

To aid in the development of management principle by classifying the principal consequence of various practices.

To furnish the cost value information for making management decision s about acquiring, allocating, developing and maintaining human resource in order attain cost effective organization objectives.

Method for valuing human resources accounting

With the advent of scientific management , with an emphasis on quantity method logy to make a most efficient use of all the resources, attempts have been made in the recent years to quantify data relating to human resources and to develop models to explain its value for the management of the organizations. These models can be categorizes into two groups, cost measurement models viz..,

1. Human resource cost accounting
2. Human resource value accounting

1. Human resource cost accounting (cost based approaches)

Human resource cost accounting is concerned with the measurement and reporting of the cost incurred to acquire, develop and replace people as organizational resources.

It deals with types of costs.

Costs concerned with the functions and activities of personnel management process such as recruitment, selection, placement and training.

Cost concerned with developing people as human resources.

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The following are the cost based approaches.

1. Historical cost approach

This approach is also called as acquisition cost method. This approach is developed by brummet flamholtz and pyle but the first initiative towards employee valuation was made by a foot wear manufacturing company R.D. Barry corporation of Columbus, Ohio with the help of Michigan university in the year 1966. Under this approach, the costs incurred on acquisition of the employees viz.., recruiting ,selecting, hiring, training and development are capitalized and written off over the expected useful life of human resources. The treatment is similar to that of any physical asset. If for some reason the employee leave the organization prematurely, then, the unamortized cost is charged against the revenue of that particular year in which such event takes place. In case, the employee serve for more than the expected period, then the amortization is appropriately rescheduled. This approach is the only approach of human resource accounting which is based on sound accounting principle and policies.

Merits : this approach has the following merits :

1) Simple to understand and easy to implement.

2) The basic accounting principle of matching cost and revenue is followed.

3) Helps to ascertain return on its investment on human resources.

Limitations: this approach suffers from certain limitations also.

1) Difficult to estimate the expected useful life of an employee in the organization.

Only the acquisition cost is considered ignoring completely the aggregate value of employees potential services.

2) The value human assets decreases every year with amortization. However, in reality, the value of human assets increases with the acquisition of experience and training.

2. Replacement cost approach

This approach was developed by Rensis Likert's and Eric G Flamholtz . this approach values the human resources at their current replacement cost. Under this approach, the human resources of an organization are to be valued as the basic of the assumption as to what it would cost the firm, if the existing human resources were to be replaced with others of equivalent talents and experience.

The approach is similar to the historical cost approach except that it allows for the changes in the cost for acquiring, training and developing the employees in place of taking their historical costs for capitalization.

Merits : The merits of his method are :

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1) financial statement prepared under this approach are more realistic as compared to those prepared under historical cost approach.

2) information about replacement cost will be of great use to the management in their decision making.

Limitations : this methods has the following limitations :

1) It is difficult to find out the exact replacement of an employee.

2) It is difficult to ascertain correct replacement cost of existing human resources.

3. Opportunity cost approach

This approach has been suggested by hekimain and jones. Under this approach, the value of human resources is determined on the basis of the value of individual employee in an alternative use. In case an employees has no alternative use, no value will be placed on him. This approach suggests a competitive bidding process for computing the value of human resources. They proposed that bidding takes place for scarce employee which means that the opportunity cost is lined with scarcity. In other words, the opportunity cost is determined by a process of competitive bidding in which various decisions and departments bid for the services of human resources. The amount of bid is added to the capital employed of the successful bidder for determining the rate on investment. There will be no bidding for those types of employees who can be hired readily. The total value of human assets would be the aggregate of the value of the scarce human resources of the organization.

The main problem of this approach is that it excludes from its purview those employees who are not scarce, thus lowering the morale and productivity of the employees not covered under the bidding process and less profitable divisions may not be able to acquire better employees due to their inability to outbid more profitable divisions.

4. Standard cost approach

Under this approach, standard cost principles are applied to costs associated with recruitment, hiring, training and development of human in order to ascertain the standard cost of human resources. The value so arrived at for entire human resources in the organization is the value of human resources for accounting purposes.

Though the approach is easy to understand and enable to compare the actual with the standards and analyses the various from standards, it is quite difficult to determine the standard cost for each grade of employee.

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ii) human resource value approach

This approach is based upon the economic value of human resources to an organization. In this area, notable work has been done and different models are developed viz.., by lev and Schwartz, flamholtz, morse, pekin ogan, hermanson, jaggi and luk and s.k chakraborty.

1. Lev and Schwartz model (present value of furfure earnings model)

This model development by the Lev and Schwartz, is one of the most wisely used models of human resources valuations in india. Under s this methods, the future earning of an employee or different grades of employee are estimated up to the age of retirement and these estimated are discounted at an appropriate rate or cost of capital in order to ascertain the present value of human assets. The following formula has been suggested to ascertain the value of human resource.

T

Vr = E I (t) / (1+ R) i-r

Vr = value of an employee r years old

I (t) = employees annual earning up to the retirement

T = retirement age

r= presents age of the employee

R = cost of capital

In case the value is ascertained for a group, then, the average earning for each category of employees is considered.

In case the value is ascertained for a group, then, the average earning for each category of employees is considered.

Although the model is simple to understand, it suffers from the following drawbacks.

i) The model ignores possibility of an employee leaving the organization.

ii) It is difficult to estimate the future earning of employees.

iii) The model does not take into account promotions, hike in salaries etc..,

2. Flamholtz model

This model appears to be an improvement over lev and Schwartz model in the sense that the model considers the possibility of an employee, for any reason, leaving the organization and the possibility of promotion of an employee. The present value of human reasons is arrived at by discounting

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the expected realizable value of future of an employee during the expected period of his services with the organization. The model suggest the following steps.

1. Estimation of the period for which a person is expected to serve the organization.
2. Identification of the services status that the employee might hold during his services with the organization.
3. Estimation of probable period for which a person is expected to hold each possible services state.
4. Calculation of value of human resources at each service state. This value is obtained by multiplying the quantity of services to be rendered with the price.
5. Determination of the total value of services derived by the organization from different employees. The value thus obtained is discounted at a pre- determined rate to ascertain the present value of human resources.

Limitations : the limitations of the model are :

1) It is difficult to identity the services states of each employee.
2) The model ignores the fact that the value of individual's operating in group has a higher value for the organization as compared to individuals operating individually.

3. Morse net benefit model (1973)

ACCORDING to this models, the value of human resources will be equal to the presents value a higher value of net benefits derived by the organization from the future services of its employees. The model involves the following steps :

1. Determination of the gross value of future services to be rendered by the employees in both individuals and collective capabilities.
2. Determination of future payment to be made to the employees.
3. Net benefit to the organization is arrived at by taking the different between the gross value of future services and future payments.
4. Calculation of present value of net benefit by applying appropriate discount rate.

4. Certainly equivalent net benefit model (1976)

This model, suggested by Peking organ, is an improvement of net benefits models in the sense that it takes into accounts the certainty with which the net benefits will continue to accrue in future. The following steps are involved. :

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1. Determination of net benefits to the organizations as suggested in Morse net benefits model.
2. Determination of certainty or probability with which the benefits will accrue.
3. Calculation of certainty equivalent net benefit by multiplying the net benefits with the certainty factors. Such a value is calculated for all the employees.
4. The Value so arrived in the above step is discounted at appropriate discount rate to get the present value of human resources.

5. Herman son un purchased goodwill model

Prof. roger h. hermnson has suggested two models for measuring the value of human resources. One such model is unpurchased goodwill model. Under this model, the value of human resources of an organizations may be ascertained by capitalizing the earning in excess of the average earning for the industry. It is assumed that the excess earning are due to the ability and dedicated effort of its employees and hence attributed to the uncrowned assets of the company i.e.., employees.

Limitations : the model suffers from he following limitations :

i) The model ignores the other un owned assets which contribute to the earning of an organizations.

ii) The model assumes zero value to human resources when the earning are normal.

6. Hermanson's adjusted discounted future wages model

This is another model suggested by Hermanson. Under this model, the value of human resources is determined by multiplying the present value of employee's future wages and salaries for five years with the averages efficiency rations. The steps involved under this model are :

1. Estimation of the future wages and salaries of the employees for the next five years.
2. Calculation of presents value of future's wages and salaries by applying appropriate discount rate.
3. Calculation of averages efficiency ratio by dividing the firms averages rate of returns by the average rate of return of all the firms in the economy.
4. Calculation of presents value of human resources by multiplying the presents value of future payments with the averages efficiency ratio.

Limitations : the limitations of the model are :

The model ignores mobility of the employees.

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The valuation based on wage payment for next five years is unrealistic.

Computation of efficiency ratio has been criticized as subjective.

7. Economic value method

This method has been suggested by R. Lee Brummet, Eric G. Flamholtz and William C. pyle. Under this methods, the value of human resources is equivalent to the present worth of the set of the future services of the employees expected to be provided during the periods they are expected to remain with the firms. This may be the value of individuals, groups or the total human organizations. This methods takes into accounts the probability of employees change of position and services.

Limitations : the model suffers from the following limitations.

i) it is difficult to estimate the numbers of years an employees will remain with the firms.

ii) the methods is subjected in natures.

8. Jaggi and lev model

Under this model, the human resources are valued as a group and not on an individual basis. Group in this model, take into accounts the homogeneous group of employees working in the different departments. It might be difficult to predict an individual's futures tenure of services in the organizations or at a particulars services states and change of production, but, on a group basic, it is easier to ascertain the possibility of employees leaving the firms during the forthcoming periods or likely changes of promotion.

9. S.K.Chakraborty model

Prof. S.K. Chakraborty model is the first Indian to suggest a model for human resource valuation and accounting. The model suggests valuation of human resources on group basic rather than on individuals basic the model involves the following steps.

1. all the employees in the organization are dividend into groups.
2. the averages tenure of employment of employees is to be estimated on the basic of the past experience and the group of employees is to be determined.
3. the average salary of the group is to be determined on the basic of the firms salary grade structures.
4. the value of human resources is now determined by multiplying step (2) & (3).
5. the value thus obtained at step (4) should be discounted at an

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appropriate rate in order to arrive at the present value of human resources.

Non – monetary method for HRA :

The above methods are monetary measures. The non- monetary methods for assessing the economic value of human resource also measures the human resources but not in monetary terms. Rather they rely on various indices or ratings and rankings. The Non – monetary methods may refer to a simple inventory of skills and capabilities of peoples with in an organizations or to he application of some behavioural measurement technique to assess the benefits gained from the human resources of an organization.

The skills or capability inventory is a simple listing of the educations, knowledge's , experience and skills of the human resources.

Performance evaluation measures used in HRA include ratings, and rankings. Ratings reflects a persons performance in relations to a set of scales. They are scores assigned to characteristics possessed by the individual. These characteristic include skills, judgment, knowledge's, interpersonal skills, intelligence etc…, ranking is on ordinal form of raking in which the superiors rank their subordinates on one or more dimensions, mentioned above.

Assessment of potential determines a person capacity for promotion and development. It usually employs a trait approach in which the trait essential for a position are identified. The extent to which the person these traits is then assessed.

Attitude measurement are used to assess employees attitudes towards their job, pay, working conditions, etc.., in order to determine their job satisfaction and dissatisfaction.

Pros of human resources accounting :

1. Human resources accounting provides both quantitative and qualitative information about the value of human resources which is very vital to the management in planning and executing personnel policies relating to transfers, promotions, training, retirement, retrenchment of human resources etc..,
2. Human resources accounting helps in improving the efficiency of employees. It makes employees conscious of their contribution to the organizations and the cost the firms is incurring on them.
3. Human resources accounting provides information relating to the cost of developing human resource in the organizations. This will enables the management to ascertain the costs of labour turnover. Also in case the cost of the labour turnover is high, then, the management can taken measures to control such cost.

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4. The expenditure incurred on human resources can be compared with the benefits and the results derived. Such a comparative analysis help the organization to control wasteful expenditure on human resources.

Cons of human resources accounting :

The following are some of the objective against of human resources accounting :

1. Human resources can not command thy value as they cannot be owned like other physical assets.
2. It is only a theoretical concept as the tax laws do not recognize human resources as assets.
3. The valuation of human resources lacks objectively and preciseness as the factors considers for human resources accounting are abstract.
4. There are various method for the valuation of human resources as there is no generally accepts model..

Human Resources Accounting in India:

The concept of Human Resources Accounting is of recent origin and is struggling for acceptance. In India, Human Resources Accounting has not been introduced so far as a system. The companies act, 1956, does not explicitly provides for discourse on human assets in the financial statement of the companies. But, sensing, the benefits derived from valeting and reporting the human assets, many companies have voluntarily disclosed all the relevant information in their books. BHEL, cement corporation of India, ONGC , engineers India ltd.., national thermal corporation, minerals and metals trading corporation, madras refineries, oil India ltd.., associated cement companies, spic, metallurgical and engineering consultant India limited, cochin refineries ltd.., Infosys, reliance industries, Dr. reddy labs etc.., are some of the organizations, which have stared disclosing some valuable information regarding human resources in their financial statements. Most of the companies have used lev and Schwartz model human resources in the form of discounted present value of all future payments to the employees.

Summary :

Human Resources Accounting is the offshoot of various research studies conducted in the area of accounting and finance. Human Resources Accounting also known as human asset accounting, is identifying , measurement, capturing, tracking and analysing the potential of the human resources of a company and communicating the resultant information to the stakeholders of the company. In simply terms, it is the process of recognizing, measuring and communicating useful information relating to human resources.

The success of any organization depends upon the effective and significant utilization of men, materials and money. While non human capital is recognized as

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an asset and recorded in the books and reported in the financial statement, the human capital is totally ignored by the accountants. In fact, it is the only active assets in the asset portfolio of an organization. It is the quality of the human resources that determines the performance, profitability and growth of an organization. The success of any organization is reflected in the return on investment. And the real return on investment cannot be completed unless the investment in human resources is taken in to consideration. Hence, the concepts of Human Resources Accounting has been evolved in seventies, which emphasizes that human resources should be treated like physical assets and should be shown in the balance sheet of the enterprise.

Human Resources Accounting model can be categorized into two group, cost measurement models Human Resources cost Accounting and value measurement models Human Resources value Accounting which are monetary measures. The non-monetary method for assessing the economic value of Human Resources also measure the Human Resources but not in monetary terms. Rather, they rely on various indices or ratings and rankings. The non- monetary method may refer to a simple inventory of skills and capabilities of people with in on organization or to the application of some behavioural measurement technique to assess the benefits gained from the Human Resources of an organization.

The concept of Human Resources Accounting is of recent origin and is struggling for acceptance. In India, Human Resources Accounting has been introduced so far as a system. The companies act, 1956 does not explicitly provide for disclosures on human assets in the financial statement of the companies. But, sensing the benefits derived from valuing and reporting the human assets, many companies have voluntarily disclosed all the relevant information in their books. Most of the companies have used lev and Schwartz model which values human resources in the form of discounted present value of all future payments to the employees.

4.5 ACCOUNTING FOR INTANGIBLE ASSETS

Introduction

Intangible assets are playing an increasingly important role in the knowledge era as the survival and growth of business enterprises depend to a greater extent upon the utility and commercial value of their intangible assets –either generated internally or acquired from external source/agencies. Hence the intangible assets have received the attention of the professional bodies more particularly the accounting bodies all over the world which have assumed the responsibility of and/or involved in the establishment of accounting standard. These bodies have issued an accounting standard on the accounting treatment of intangible assets in the books of account of enterprises .The ministry of corporate affairs of government of India has finalized[based on the work done by the accounting Standard Board (ASB) OF the Institute of Charted Account of India (ICAI) a standard on intangible assets viz India Accounting Standard-38: intangible assets. This standard is based on the International Financial Reporting

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Standard issued by the International Accounting Standard Board(viz ,IAS-38:Intangible Assets.

Intangible Assets- Meaning, Definition and Features

The standard defines intangible asset as an identifiable non-monetary asset without physical substance . Further the standard defines assets as a resource controlled by an entity as a result of past event and from which future economic benefits are expected to flow to the entity. An analysis of these definitions enable to identify certain essential feature of intangible assets as detailed below.

Identifiability : One of the important feature of intangible assets is that it(i.e., intangible assets) should which represent the future economic benefits arising from other assets required in a business combination that are not individually identified and separately recognized. The future economic benefits may result from the synergy between the identifiable assets acquired or from the synergy between the identifiable assets acquired or from assets that, individually, do not qualify for recognition in the financial statement.

As assets is identifiable if it separable i.e., from the entity and sold, transferred, licensed, rented or exchanged, either individually or together with a related contract, identifiable assets or liability regardless of whether the entity intends to do so . In order word an intangible asset can be identified only when it is distinguished from other assets. It (i.e., intangible asset) can be distinguished from other assets only when it is separable .And an intangible assets is separable only when the organization owning it can (a)sell rent or exchange or (b) distribute the specific economic benefits attributable to it (i.e., intangible assets) without selling, renting or exchanging or.

An assets is identifiable if it arises from contractual or other legal rights regardless of whether those rights are transferable or separable from the entity or from other rights and obligations.

Non-monetary Asset: As is known very well an item is considered as an assets or resources if it is capable of generation future economic benefits to organization owning it and if it is controlled by the organization. This meaning of assets holds good even in the case of intangible assets. However the intangible assets are defined as non-monetary assets meaning assets other than monetary assets other . Further the standard defines the monetary assets as money held and assets to be received in fixed or determinable amounts of money. Basically intangible assets is not the money held. Further it is not the assets be to received in fixed or determinable amount of money as the amount receivable is subject to fluctuations on account of various reasons. Hence, it is not a monetary asset. Hence, intangible asset. Without physical substance : the third important aspects of the definition of intangible asset is Without physical substance. as is known very well, the physical substance is not an important part of intangible asset. Of course some intangible asset may be contained in or on physical substance compact discs with respect to computer software's, legal documents pertaining to license or patent and firm in the case of motion pictures. However, the cost attributable to the physical substance which contains intangible asset is usually

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very trivial. Therefore, the physical substance containing the intangible asset through tangible in nature, is normally considered as an integral part of that intangible asset.

Two more implicit aspect which become very obvious from the analysis of definition and meaning of intangible asset are (a) future economic benefits and (b) organizational control.

future economic benefits : normally, the assets are capable of generating economic benefits to the enterprises which own them for a number of years in future. And this is true even in the case of intangible asset. The future economic benefits flowing from an intangible asset may be in the from of either the revenue from the sale of products / services or savings in costs or other benefits accruing to be the enterprise from is intangible asset use. It may be noted here that the intangible asset are held by the enterprise for use in the production and / or supply of goods or services or for administrative purpose. Whatever the purpose for which the intangible asset is held and used, it should result in some future economic benefit to the enterprise in the form of increase in revenue and / or reduction in costs. For instance, for use of an intangible asset in the process of producing the goods and services may results in the reduction in future production costs rather than increase in future revenues. Even this reduction in future costs form a part of future economic benefits.

organizational control : future, the enterprises must have the power to obtain the future economic benefits flowing from the underlying resource and also the power to restrict the access of other to those benefits. This control / power normally stem from legal rights that are enforceable in a court of law. It is very difficult, in the absence of legal rights, to demonstrate and exercise this control. However, legal enforceability of a right is not a necessary conditions for control as an entity may be able to control the future economic benefits in some other way.

Market and technical knowledge may give rise to future economic benefits. An entity controls those benefits if the knowledge is protected by legal right such as copyright, a restraint of trade agreement or by a legal duty on employees to maintain confidentially. An entity may have a portfolio of customer or a market shares and expect that, because of its efforts in building customers relationship and loyalty, the customers will continue to trade with the entity. However, in the absence of legal rights to other ways to control, the relationships with customers or the loyalty of customers to the entity, the entity usually has insufficient control over the expected economic benefit form customer relationship and customer loyalty to meet the definition of intangible asset . in the absence of legal rights to protect customer relationship, exchange transactions for the same or similar non-contractual customer relationship other than part of a business combination provide evidence that the entity is nonetheless able to control the expected future economic benefits flowing from the customer relationships. These exchange transactions also provide evidence that the customers relationships are separable, those customer relationship meet the definition of an intangible asset.

To recognize an item as an intangible asset, it has to posses all the above essential features. And if an item fails to pass tests, than the expenditure incurred to acquired or to generate it internally should be changed to profit and loss account

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as current expenses. Keeping these points in mind the resource expended or liabilities created for the acquisition, development , maintenance or enhancement of intangible resources such as scientific or technical knowledge, design and implementation of new processes or systems, licenses, intellectual property, market knowledge and trademarks. Etc.., qualify in intangible assets. Computer software, patents, copyrights, motion pictures films, mortgage servicing rights, fishing licenses, import quotas, franchises, customers or supplier relationships, customers loyalty, market shares and marketing rights, etc.., are the common examples of intangible asset.

Recognition criteria

In order to recognize an item as an intangible asset, it has to meet (a)the definition of intangible asset and (b) the Recognition criteria. Out of these two, the first one dealing with the definition has already been analysed. Therefore, the seconds one viz.., Recognition criteria is analysed in the following paragraphs. The standard on intangible asset deals exhaustively with the Recognition criteria.

There are a number of ways in which am enterprise can own an intangible asset. Internal generation, separate acquisition, acquisition as a part of an amalgamation, acquisition by way of a government grant, and exchange of assets are important method of owning an intangible asset. However, the general principle applicable irrespective of the mode of acquisition is that an item should be recognized as an intangible asset only when it satisfies the following two conditions.

a) It is probable that the future economic benefits attributable to that asset flow to the enterprise. An entity shall assess the probability of expected future economic benefits using reasonable and supportable assumptions that represent managements best estimate of the set of economic conditions that will exist over the useful life of the assets. An entity uses judgments to assets the degree of certainty attached to the flow of future economic benefits that are attributable to the use of the asset on the basic of the evidence available at the time of initial Recognition, giving greater weight to external evidence.

b) The cost of the asset is measurable reliable. This part assumes important as any intangible asset shall be measured initially at cost.

Capitalizable value :

Capitalizable value of an intangible asset upon the method of acquiring the intangible asset and owning the some. As already identified, broadly there are two ways own as intangible asset – one, through acquisition and two, by generating internally on its own. Therefore, composition of initial cost to be recognized as intangible asset differs from one mode of possessing an intangible asset to others. Hence, the some is analysed under two head viz…, Capitalizable value of acquired intangible asset and internally developed intangible asset.

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Capitalizable value of acquired intangible asset

As already stated there are alternative methods of acquiring an intangible asset. One such method is the acquisition from external market / party. However, the Capitalizable value depends upon not only the purchased consideration but also the mode of payment of purchased consideration as evident from the following.

When an intangible asset is acquired for cash or for other monetary assets, the cost of the intangible asset, the cost of the intangible asset can be measured reliably. This is because, when it intangible asset is acquired separately it may be noted here that, if an item is acquired in an amalgamation in the form of purchase, it form a part of goodwill which is recognizable on the date of amalgamation the cost of intangible asset comprises of,

i) purchase prices,

ii) import duties if any,

iii) other taxes (the taxes other than those subsequently recoverable by the purchasing enterprise form the tax authorities), and

iv) any other directly attributable expenditure costs of employee benefits arising directly from bringing the asset to its working condition ; professional fees arising directly from bringing the asset to its working condition ; and the costs of testing whether the asset is functioning properly are examples of directly attributable costs. These costs relate to make the asset ready for its intended use. Of course, the trade discounts and/or rebates should be deducted in arriving at the cost.

However, the following items of expenditures do not form part of the cost of an intangible asset.

i) Cost of introducing a new product or services (including costs of advertising and promotional activities).

ii) Costs of conducing business in a new location or with a new class of customer (including costs of staff training).

iii) Administration and other general overhead costs.

b. One or more intangible asset may be acquired in exchange for a non-monetary asset or asset, or a combination of monetary and nonmonetary assets. The cost of such an intangible assets is measured at fair value unless. (A) at exchange transaction lacks commercial substance or (b) the fair value of neither the asset received nor the asset given up is reliable measurable . it may be noted here that the fair value of an asset represents the amount for which that asset could be exchanged between knowledgeable and willing parities in an arms length transaction – the parities to a transaction are independent and on an equal footing.

i) if an entity is able to determine reliable the fair value of either the asset received or the asset given up, then the fair value of the asset

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given up is used to measure cost unless the fair value of the asset received is more clearly evident.

ii) if the acquired asset is not measured at fair value, its cost is measured at the carrying amount of the asset given up. In order words, if an intangible assets is acquired in exchange for another of the reporting enterprise), then the intangible assets should be recognized and capitalized at the carrying amount fair value of the reporting enterprise exchanged.

c. when an intangible assets is acquired in exchange for shares or others financial instruments (of the reporting enterprise), the intangible assets should be recognized and capitalized at its intangible assets fair value or the fair value of securities issued, whichever, is more clearly evident.

d. if an intangible assets is acquired in exchange for part exchange for another asset of the reporting enterprise, then the intangible assets is recognizes and capitalized at the aggregate of cash paid and the fair value of the assets exchanged.

If payment for any intangible asset is deferred beyond normal credit period its cost is the cash price equivalent. And the difference between this amount and the total payment is recognized as interest expense over the period of credit.

Capitalizable Value of Internally Developed Intangible Asset

In the case of an internally generated intangible asset, it is (something) difficult to assess whether it (i.e., intangible assets) qualifies for recognition as the cost of generating an intangible asset internally in some cases cannot be distinguished from the cost of maintenance or of running day-to-day operation . Further it is difficult sometimes to assess whether an internally generated intangible asset qualifies for recognize. This is because of two important problems.

One ,identifying whether(and when) there is an identifiable that will generate expected future economic benefits .

Two, determining the cost of the asset reliably. Intangible

Therefore in addition to employing with the general requirement for the recognition and initial measurement of an intangible asset, an entity is required to apply the following requirement and guidance to all internally generated intangible assets. To find out whether an internally generated intangible asset meets the criteria for recognition the entire process of generating an intangible asset internally is classified into two phases as(a)research phase and (b) development phase although the term research and development are defined the term research phase and development phase have a broader meaning for the purpose of this standard.

a) Research is defined as an original and planned investigation undertaken

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with the prospect of gaining new scientific or technical knowledge and understanding. (a) activities which aim at obtaining new knowledge. (b) searching for, evaluation and final selection of applications of researches finding or other knowledge , (c) searching for alternative for materials, devices, products, process, systems or services and (d) the formulation, design, evaluation and final selection of possible alternative new or improved materials, devices, products, process, system or services – are the example of research activities.

b) Development is defined as the application of research findings or other knowledge to a plan or design for the production of new or substantially imposed materials, devices, products, process, systems prior to the commencement of commercial production or use. (a) design, construction and testing of per-production or per-use prototypes and models, (b) design of tools, jigs, models and dies involving new technology, (c) design, construction and operation of a pilot that is not of a scale economically feasible for commercial production, and (d) design, construction and testing of a chosen alternative for new or improved for new or imposed materials, devices, products, process, systems or services- are example of development activities.

An intangible asset arising from development (or from the development phase of an internal projects) shall be recognized if, and only if , an entity can demonstrate all of the following.

a. The technical feasibility of completing the intangible asset so that it will be available for use or sale.

b. Its intention to complete the intangible asset and use or sell it.

c. Its ability to use or sell the intangible asset.

d. How the intangible asset will generate probable future economic benefits. Among other thinks, the entity can demonstrates the existence of a market for output of the intangible asset or the intangible asset itself or, if it is to be used internally, the usefulness of the intangible asset. In the development phase of an internal projects, an entity can in some instances, identity an intangible asset and demonstrate that the asset will generate probable future economic benefits. This is because the development phase of a project is further advanced than the research phase. To demonstrate how an intangible asset will generate probable future economic benefits an entity assesses the future economic benefits to be received from the asset.

e. The availability of adequate technical financial and other resources to complete the development and to use or sell the intangible asset. Availability of resources to complete, use and obtain the benefits form an the intangible asset can be demonstrated by, for example, a business plan showing the technical, financial and other resources needed and the entity's to secure those resources. In some case, an entity demonstrates the availability of external finance by obtaining a leaders indication of its willingness to fund the plan.

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f. Its ability to measure reliably the expenditure attributable to the intangible asset during its development. An entity's costing system can often measure reliable the cost of generating an intangible asset internally , such as salary an other expenditure incurred in securing copyrights or licenses or developing computer software.

In the light of the above, the standard specifies the following about the treatment of costs incurred in the researches phase and development phase separately.

a. No intangible asset arising form the researches phase of internal project should be recognized and therefore, all expense incurred during research phase be treated as expense charging them to the profit and loss account of the period in which they were incurred. The rationale is the either during, or at the end of, the research phase of a project, an enterprise cannot demonstrate the flowing of future economic benefits, hence, the entire expenses of research phase (called research costs) should be charged to the profit and loss accounts . this implies that no portion of research cost is included in the capitalizable value of an internally developed intangible asset .

b. On the other hand, an intangible asset arising from development phase of an internal project should be recognized if the enterprise demonstrates (a) the technical feasibility of completing the intangible asset so that it will be available for use or sale and (b) its ability to measure the expenditure attributable to the intangible asset during its development reliably.

At this stage of analysis, few more aspects deserve attention and therefore, they need an analysis.

a. If an enterprise cannot distinguish the research phase from the development phase (of an internal project to develop the intangible asset) the enterprise should treat the entire expenditure on that project as if it were incurred only in the research phase. Therefore, entire expenditure, should be treated as research cost charging to the profit and loss accounts.

b. Internally generated brands, mastheads, publishing titles, customer lists and items similar in substance should not be recognized as intangible asset. The reason is the expenditure incurred on their generation internally cannot be distinguished from the cost of developing the business as a whole. Hence, these items are not recognized as intangible asset .

c. Internally generally goodwill shall not be recognized as an asset. In some cases, expenditure is incurred to generate future economic benefits, the it does not results in the creation of an intangible asset that meets the recognition criteria in this standard. Such expenditure is often described as contributing to internally generated goodwill. Internally generate goodwill is not recognized as an asset as it is not

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an identifiable recourse (it is not separable nor does, it arise form contractual or other legal rights). Controlled by the entity that can be measured reliably at cost.

d. Difference between the market value of an entity and the carrying amount of its identifiable net asset.

The cost of an internally generated intangible asset is, therefore, the sum of expenditure, incurred from the time when the intangible asset first meets the recognition criteria. It comprises basis. For creating, producing and making the asset ready for its intended use. it usually includes (wherever applicable) the following.

a. Costs of materials and services used or consumed in generating the intangible asset.

b. Costs of employee benefits arising form the generation of the intangible asset.

c. Fees to register a legal right.

d. Amortization of patents and license that are used to generating the intangible asset.

However, the following are not the components of cost of an internally generated intangible asset.

a. Selling, administrative and other general overhead expenditure unless this expenditure can be directly attributed to preparing the asset for use.

b. Identified inefficiencies and initial operating losses incurred before the asset achieves planned performance.

c. Expenditures on training staff to operate the asset.

Future, the standard prohibits the reinstatement of expenditure previously recognized as an expense. That means, expenditure on an intangible item that was initially recognized s an expense shall not be recognized as part of the cost of an intangible asset at a later date.

In some cases, an intangible asset may be acquired free of charge, or for nominal consideration, by way be of a government grant. This may happen when a government transfers or allocates to an entity intangible asset such as airport landing rights, license to operate radio or television stations, import license or quotas or rights to access other restricted resources. This is to be accounted in accordance with another standards (ind AS

20: accounting for government grants and disclosure of government assistance) as both the intangible asset and the grant initially at fair value.

Subsequent expenditure

Subsequent expenditure on intangible asset after its purchased or its

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completion should be recognized as an exchange it to profit and loss account when it is incurred. However, there is an exception. If it is probable that the expenditure enable the asset to generate economic benefits in excess of its originally assessed standard of performance, this subsequent expenditure can be capitalized provided that such expenditure can be measured and attributed to the assets reliably . in this case, the subsequent expenditure should be added to the cost of the intangible asset and capitalized.

Post- recognition measurement

There are two models for the measurement of intangible asset after their recognition. They are (a) cost model and (b) revaluation model. An entity shall choose either the cost model or the revaluation model as its accounting policy. If an intangible asset is accounted for using the revaluation model, all the order assets in its class shall also be accounted for using the some model, unless there is no active market for those assets. It may be noted here that a class of intangible asset is a grouping of assets of a nature and use in an entity's operations. The items within a class of intangible asset are revalued simultaneously to avoid selective revolution of assets and the reporting of amounts in the financial statement representing a mixture of costs and value as at different dates.

a. Cost model : under this model, an intangible asset shall be carried, after initial recognition, at its cost less any accumulated amortization and any accumulated impairment losses.

b. Revolution model : after initial recognition, an intangible asset shall be carried at a re valued amount, being its, fair value at the date of the revaluation less any subsequent accumulated amortization and any subsequent accumulated impairment losses. For the purpose of revelations under this standard, fair value shall be determined by reference to an active market. Revelations shall be made with such regularity that at the end of the reporting period the carrying amount of the asset does not differ materially form its fair value. However, the revaluation model does not allow.

   i) the revaluation intangible asset that have not previously been recognized as assets or .

   ii) the initial recognition of intangible asset at amount other than cost. The reason is, the revaluation model is applied after an asset has been initially recognized at cost.

The frequency of revaluation depend upon the volatility of the fair values of the intangible asset being re valued. If the fair value of a re valued asset differs materially from its carrying amount, a futures, revaluation is necessary. Some intangible asset may experience significant and volatile movement in fair value, thus necessitating annual revolutions. such frequent revolutions are unnecessary for an intangible asset with only insignificant movements in fair value. If an intangible asset is re valued, any accumulated amortization at the date of the revaluation is either,

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a. restated proportionately with the change in the group carrying amount of the asset to that the carrying amount of the asset after revaluation equals its re valued amount, or

b. eliminated against the group carrying amount of the asset and the net amount restated to the re valued amount of the asset.

As a results of revaluation, if the carrying amount of an intangible assets is increased , the increase shall be recognized in other comprehensive income and accumulated inequity under the heading of revaluation surplus. However, the increase shall be recognized in profit or loss to the extent that it reverses a revaluation decrease of the same asset previously recognized in profit or loss. On the other hand, if the carrying amount of an intangible asset is decreased (as a result of a revaluation). The decrease shall be recognized in profit or loss. However, the decrease shall be recognized in other comprehensive income to the extent of any credit balance in the revaluation surplus in respect of that asset. The decrease recognized in other comprehensive income reduced the amount accumulated in equity under the heading surplus. The cumulative revaluation surplus included in equity may be transferred directly may be transferred directly earnings when the surplus is realized. The whole surplus may be realized on the retirement or disposal of the asset.

Useful life

The useful life of an intangible asset is the period over which an assets is expected to be available for use by an entity and /or the number of production or similar units expected to be obtained from the asset by an entity. Therefore, the standard required the entity to assess whether the useful life of an intangible asset is finite or infinite, and if finite, the length of or number of production or similar units constituting that useful life. An intangible asset shall be regarded as having an indefinite useful life when, based on an analysis of all of the relevant factors. There, is no foreseeable limit to the period over which the asset is expected to generate net cash inflows for the entity.

The accounting for an intangible asset is based on its useful life. An intangible asset with a finite useful life is amortized, and an intangible asset with an indefinite useful life is not. However, many factors are considered in determining the useful life of an intangible asset . they include the following, among others.

a. Expected usage of the asset by the entity and whether the cost could be managed efficiently by another management team.

b. Tying product life cycle for the asset and public information on estimates of useful lives of similar assets that are used in a similar way.

c. Technical, technological, commercial or other types of obsolescence.

d. Stability of the industry in which the asset operate and changes in the market demand for the product or services output from the asset.

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e. Expected actions by competitors or potential competitors.

f. Level of maintenance expenditure requited to obtain the expected future economic benefits from the assets and the entity ability and intention to reach such a level.

g. Period of control over the asset and legal or similar limits on the use of the asset, such as the expiry of related leases.

h. Whether the useful life of the assets is dependent on the useful life of other assets of the entity.

Besides, the above the specified points should be kept in mind with respects to useful life of intangible asset .

a. It may be noted here that the term indefinite does not mean infinite. Given the history of rapid change in the technology, computer software and many other intangible asset are susceptible to technological obsolescence. Therefore, it is that their useful life is short. The useful life of an intangible asset may be very long or even indefinite. Uncertainty justify estimating the useful life of an intangible asset on a prudent basis, but it does not justify choosing a life that is unrealistically short.

b. The useful life of an intangible asset arise from contractual or other legal rights shall not exceed the period of the contractual or other legal rights, but may be shorter depending on the period over which the entity expects to use the assets. If the contractual or other legal rights are conveyed for a limited term that can be renewed, the useful life of the intangible asset shall include the renewal period (s) only if there is evidence to support renewal by the entity without significant cost. Existence of the following factors, among others, indicates that an entity would be able to renew the contractual or other legal rights without significant cost.

   i) There is evidence, possible based on experience, that the contractual or other legal rights will be renewed. If renewal is contingent upon the consent of a third party, this includes evidence that the third party will give its consent.

   ii) There is evidence that any conditions necessary to obtain renewal will be satisfied.

   iii) The cost to the entity of renewal is not significant when compared with the future economic benefits expected to flow to the entity from renewal. If the cost of renewal is, significant when compared with the future economic benefit expected to flow to the entity from renewal, the renewal cost represents, in substance, the cost to acquire a new intangible asset at the renewal date.

c. The useful life of a reacquired right recognized as an intangible asset in a business combination is the remaining contractual period of the contract in which the right was granted and shall not include renewal periods.

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d. There may be both economic and legal factors influencing the useful life of an intangible asset. Economic factors determine the period over which future economic benefits will be received by the entity. Legal factors may restrict the period over which the entity controls access to these benefits. The useful life is the shorter of the periods determined by these factor.

Intangible Assets with Indefinite Useful Life

In the case an intangible asset with an indefinite useful life it shall not be amortized. In the case the entity is required to test an intangible asset with an indefinite useful life for impartment by comparing hits recoverable amount with its carrying amount annually and whenever there is an indication that the intangible asset may be impaired. Further review of useful life of an intangible asset that is not being amortized is required annually to determine whether event and circumstance continue to support an indefinite useful life assessment for that asset . If they do not the change in the useful life assessment form indefinite to finite shall be accounted for as a change in an accounting estimate. Reassessing the useful life of an Intangible Assets an finite rather than indefinite is an indicator that the asset may be impaired. As a results, the entity tests the asset for impairment by comparing its recoverable amount with its carrying amount, and recognizing any excess of the carrying amount over the recoverable amount as an impairment loss.

Amortization period

The standard recognizes the fact that future economic benefits embodied in an intangible asset are consumed over time and therefore, there is a need for systematic allocation of the cost of the assets (less residual value, if any) over the assets, useful life. The depreciable of an intangible asset with a finite useful life shall be allocated on a systemic basic over its useful life. Amortization shall being when the asset is available for use (when it is in the location and condition necessary for it to be capable of opening in the manner intended by management). And Amortization shall cease at the earlier of the date that the asset is classified as held for sale (or included in a disposal group that is classified as held for sale) and the date that the asset is derecognized. In this background, the present accounting standard which is now in vogue (accounting standard – 26 : Intangible Assets) suggests / prescribes the following Amortization periods.

Maximum 10- year Amortization period : normally, the useful life and therefore, the Amortization period shall not exceed ten years. This is advised keeping in mind the rapid changes in technology which ,make the technology – intensive Intangible Assets more susceptible to technological obsolescence leading to shorter useful life of Intangible Assets. Hence, the standard presences maximum of ten years of useful life. A number of Indian companies are following this ten- years Amortization period. A few example (global data services of India ltd 2004) are presented below.

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i. God raj consumer product ltd.., (incorporated on 29th November, 2000) acquired, as a going concern, the customer products business of god raj soaps ltd (god raj industries ltd) in accordance with a scheme of arrangement sanctioned by the court. God raj consumer product ltd acquired the acquired the trademarks of god raj soaps limited and was recorded at an amount of rs. 29.3 crore on 1st April, 2001. The cost of trademarks acquired is being amortized over a period of ten years.

ii. the Intangible Assets of Cedilla healthcare ltd on31st march, 2001 comprised of (a) trademarks , technical know- how, patents and designs of Rs 188.1 crore, and (b) commercial rights amounting to Rs. 0.50 crore. Earlier, it was amortizing the capitalized value of Intangible Assets over a period of 17 years. Now, to comply with the accounting standard, it is amortizing its Intangible Assets over period of ten years.

iii. as on 31st march , 2003, Bajaj tempo ltd net Intangible Assets (net of amortization) comprise of cost of software, implementation cost and technical know- how fees amounting to Rs. 6.89 crore. Prior to 1st April, 2003,these were shown under miscellaneous expenditure head in the balance sheet and with effect from 1st April, 2003. These have been reclassified under Intangible Assets. During 2003-04., the company acquired technical know- how of Rs. 31.37 crore, software of Rs. 1.89 crore and recognized internally generate technical know-how of Rs. 1.59 crore. It is the policy of the company to write- off software and their implementation costs over a period of five years, and that of acquired and internally generated technical know- , how over their useful life or ten years whichever is lower.

c. More-than 10 years amortization period : whenever there is persuasive evidence to the effect that the useful life of an Intangible Assets is longer than ten years, the presumption that the useful life generally does not exceed ten years is rebutted. And therefore, the enterprise are allowed to amortize their Intangible Assets over the best estimates of their (Intangible Assets) useful lives. However, the enterprise are required to disclose the reasons as to why the presumption is rebutted and the factors which played a significant role in ascertaining the useful life of the assets. It is also necessary, on the part of the enterprises, to estimate the recoverable amount of Intangible Assets at least once in a year to determine the impairment loss, if any, for example, Colgate Palmolive India ltd had estimated useful lives of Intangible Assets viz.., goodwill and trademarks at 40 years, copyright at 14 years, and design and technical know- how at 21 years. Therefore, these periods were used for the amortization of capitalized values of its Intangible Assets. But with the issue of accounting standard on Intangible Assets, the company has reduced the useful lives of all kinds of its Intangible Assets to 10 years uniformly.

d. Legal rights, renewability and amortization period : if an enterprise has control over the future economic benefits from an Intangible Assets which

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is achieved through legal rights granted for a finite period, then the useful life of that an Intangible Assets and therefore, the amortization period, shall not exceed the period of the legal rights unless (a) the legal rights are renewable, and (b) renewal is virtually certain. For example, if a firm obtain an exclusive right to operate a toll motorway for 15 years , and there is no plan to construct alternative routes in the area, it can be expected that this motorway will be in use for at least next 15 years. In this case, the firm can amortize the cost incurred to obtain the license to operate the motorway over 15 years unless there is evidence which shows that its useful life is shorter than 15 years.

e. As is known, economic factors influence the period over which the economic benefits will be generated in future. However, the legal factors may restrict the period over which the firm can control access to these benefits. Therefore, when both the economic and legal factors influence the useful life of an Intangible Assets, the useful life of the Intangible Assets shall be the lower of the periods determined by these factors.

Further, the standard required the review of amortization period al least at the end of each financial year and if this review reveals that the expected useful life of the asset is significantly different from the previous estimates, then the amortization period should be changed accordingly. It may be noted here that the amortization of an Intangible Assets with a finite useful life does not cease when the Intangible Assets is no longer used, unless the asset has been fully depreciated or is classified as held for sale (or included in a disposal group that is classified as held for sale)

Amortization methods :

As is known Amortization refers to the systematic allocation of the depreciable/ Amortizable amount of an Intangible Assets over its useful life. Further, a variety of Amortization method can be used to allocate the depreciable amount of an assets on a systematic basis over its useful life. These method include straight- line method, diminishing balance method and the units of production method. The method used is selected on the basis of the expected pattern of consumption of the expected future economic benefits embodied in the asset and is applied consistently from period to period, unless there is a change in the expected pattern of consumption of those future economic benefits. In this regard, the following points are relevant.

a. Though the companies are free to select from a variety of Amortization methods, the standard expects the companies to select the appropriate method based on the expected pattern of consumption of economic benefits of the Intangible Assets. This is to ensure that annual Amortization amounts (using the method selected) should reflect the consumption pattern of the assets economic benefits.

b. If it is not possible to determine the pattern of consumption, then the standard required the enterprise to use the straight- line method.

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c. The Amortization charge (the portion of capitalized or Amortizable value) for each period should be treated as expense charging to the profit and loss accounts. However, if the economic benefits embodies in an asset. (Intangible Assets) are absorbed by the enterprise an producing other assets, than the Amortization charge forms part of the cost of the other assets and is included in its carrying amount. For example, the Amortization of Intangible Assets used in a production process is included in the carrying amount of inventories.

d. The Amortization methods selection ad used should be followed consistently from one period to another. However, when there is a change in the expected pattern of consumption of economic benefits to be obtained from an assets (from the Intangible Assets), the Amortization methods may be changed appropriately to reflect the changed pattern of economic benefits.

e. Further, the standard states that Amortization is a necessity even when there is an increase in the fair value or recoverable amount of the Intangible Assets.

4.6 ENVIRONMENTAL ACCOUNTING

The term 'environment' includes everything in all its manifest forms; on the earth, beneath the earth and above the earth. All over the world, there has been much concerns regarding management of environment for ensuring sustainable economic development. Sustainable environmental development may be defined as the development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs. It refers to preserving eco-system as well as maintaining long-term profitability of the firm. In order to be a good corporate citizen, a firm has to adopt policies and take action that become environment friendly. The companies must develop strategies which translate actions into benefits, improve their environmental performances and meet the environment demands placed upon them by Government and shareholders.

The business activities of every enterprise are affected by a nation's natural resources, viz, water, air, minerals, forests, etc, or termed as Environment in common parlance. Similarly, the functioning of an enterprise also affects the environment. Hence, it is necessary to maintain proper accounting records displaying the impact of a business enterprise enterprise on environment and vice versa. Environmental accounting faithfully performs this function. It is a new concept and is gaining continuous popularity because of greater environmental awareness. It is a method of recording environmental events. It includes the evaluation of natural resources, measuring the income therefrom, keeping a record of the cost relating to them, estimating their quantities and providing depreciation on them. It includes management of environmental costs effectively, presenting and disclosing environmental information in a suitable form. The various environmental costs involved are as under:

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(i) Capital expenditure incurred for acquisition of equipments required for environmental protection.

(ii) Operating and maintenance cost of the equipments acquired as under.

(iii) Waste management costs.

(iv) Contingent costs which may arise due to possible liability under environmental laws.

Significance of Environmental Accounting

(i) Discloses utilization of natural resources. Environmental accounting is helpful in presenting in a transparent manner, the utilization of natural resources of the country, the costs incurred to use them and the income earned therefrom.

(ii) Social contribution by corporates. Environmental accounting helps in measuring the contribution made by various corporations or companies in fulfilling their social responsibilities.

(iii) Environmental protection. A business enterprise does not live in isolation. In order to maximise wealth, it takes support of social and ecological systems. Environmental accounting helps in measuring the extent to which a corporate enterprise has utilized the environmental resources. In any case, it has to be seen that a business enterprise in the course of their business activities does not vitiate, pollute or endanger environment. As a matter of fact, a number of laws have been enacted in our country to protect the environment.

Environmental Accounting can be understood from the following two broad perspectives:

(1) National Level Environment Accounting, and

(2) Corporate Environment Accounting

Each of the above areas are being explained below:

(1) National Level Environmental Accounting National level environment accounting includes a set of aggregate national data which will have a long-term impact on the economic and environmental policy-making. This type of accounting requires necessary alternations to be made in the System of National Accounts (SNA) for incorporating their use, on account of reasons discussed later on depletion of national resources. National accounts are prepared by all countries with a uniform pattern developed by the United Nations Statistical Division. Such a common framework of preparation of the accounts helps each individual country to compare its performance with the performance of other countries.

Limitations. The present format of national accounts does not provide a full economic value of environmental resources. The following are a few limitations.

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(a) Non-recognition of environmental expenditure. Expenditure incurred to protect the environment of preventing it from degradation cannot be separated from the SNA data as per the present system of national accounts.

(b) Non-marketed goods and services. Environment provides certain goods which are of high value but are not sold in the market. These may include firewood, building materials generated in the forest, medicinal plants, etc. Some countries do not incorporate these goods in their national accounts. However, they compute the marketable value of similar products and use it as a basis for valuing non-marketed goods and services.

(c) Consumption of natural capital. The system of national accounts treats the gradual depletion of physical assets such as plant and equipment as depreciation. However depletion of natural capital particularly the forest is treated as income. This seems to be an inconsistent approach. It will be appropriated to treat the depletion of natural capital on the pattern that of depletion of physical assets.

National level of environmental accounting should cover the following issues:

(i) Concept of national income arising out of use of natural resources.

(ii) Concept of costs incurred to make use of such resources.

(iii) Depreciation of natural resources.

(iv) Valuation of natural resources.

(v) Disclosure of natural resources in the balance sheet.

(vi) Contribution of natural resources to the industrial development of the country.

(vii) Contribution of industries to the country's environment.

United Nations, keeping the above facts in mind, has also suggested certain steps for amending the system of national accounting. The United Nations, The International Monetary Fund and The World Bank have also emphasised the need for development of national level environmental accounting to ensure better decision-making.

(2) Corporate Environmental Accounting. In recent years, the public concern about adverse impact on environment due to business activities is growing. As a result, the companies have started disclosing qualitative and quantitative information about showing their role is improvement and maintenance of environment. However, the mode of recording and presentation of such information for different corporations in different countries has not been uniform. The International Accounting Standards Committee is now, therefore, working to form the global environmental accounting standard to bring uniformly in the environmental accounting protection throughout the world.

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The following are some of the environmental issues which are pertinent to business enterprise:

(i) Environmental protection policy and programme adopted by the enterprise.

(ii) Improvements effected since the introduction of environmental policy in different key areas over the period at least 5 years, whichever is shorter.

(iii) Environmental emission targets set by the enterprise for data and progress achieved so far.

(iv) The extent to which environmental protection measures have been taken due to government legislation.

(v) Legal proceedings taken against the company for material violation of environmental laws.

(vi) Financial implications of short-term and long-term environmental protection measures.

Corporate Environmental Reporting in India

In view of the public concern about environment and the ambiguity in the accounting treatment of environmental costs and liabilities, the corporate undertakings world over, in their own way, have started disclosing both qualitative and financial information about the role played by them in the improvement and maintenance of environment. In India, the corporate sector is making environmental disclosure both on account of statutory requirements and also on their as discussed below:

(i) **Statutory disclosure:** The legal provisions as to environmental disclosure in Annual Accounts are minimal. Section 134 of the Companies Act, 2013, provides that the Director's Report shall include the particulars as to "Conservation of energy, technology absorption, foreign exchange earnings and outgo in such a manner as may be prescribed. Besides this under Section 135 of the Act the Corporate Social Responsibility Activities also cover activities relating to environmental protection. The following matters are included in Corporate Social Responsibility activities relating to environment protection:

(i) Maintaining ecological balance

(ii) Maintaining quality of soil, air and water

(iii) Maintaining environmental sustainability

(iv) Conservation of natural resources

(ii) **Voluntary disclosure.** Many corporate enterprise in India, on their own are giving information in their Annual Reports on the role played by them in environmental protection. Such information shows their concerns about their social responsibility and their inclination to protect the interest of both the present and future generation. Some of the companies which are making such disclosures are: Asian Paints Limited, Chloride Industries Limited,

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Goodless Nerolac Paints Limited, Maruti Udyog Limited, Steel Authority of India Limited, Hindustan Lever Limited, etc.

Example: We are giving below extracts from the Annual Report of the year 2002 of Hindustan Lever Limited for enabling the students to have a better understanding in this regard.

Commitment to Environment

Energy Management

Conserving energy through innovative thinking and efficient process.

Our efforts focused on energy conservation as well as use of renewable energy have resulted in a reduction of our energy consumption by 61% since 1996. It has also led to a 58% reduction of emission of greenhouse gases.

We have taken several initiatives including process redesign, fuel substitution, rationalising equipment and productivity improvement. We have deployed new technologies to optimise electrical energy inputs and heat recover while plugging atmospheric energy losses. This has reduced the global warming potential as well as saved energy.

Our Energy Management and conservation efforts are based on the 5R principle_ Reduce, Reuse, Recycle, Recover and Renew. Our focus on energy reduction is beneficial both from an environmental view point and also from the point of view of cost saving for the company.

Sustainable Agricultural Initiatives

Ensuring long-term access to raw materials and reducing the effects of modern farming.

We aim to meet the needs of the present without compromising on the ability of the future generations to meet their own needs. Our Sustainable Agriculture projects in our tea plantations in Assam and South India work with the objective of ensuring continued supply of tea with higher productivity, better quality and with environmental and social benefits for all involved.

As part of the project, 2000 MT of vermi-compost made from agricultural waste is produced in our plantations. Experiments are under way to study the scope of use of bio-fertilizers with an aim to reduce inorganic fertilizers by 50%. We have also published booklets on Good Agricultural Practices for the benefit of the Tea Industry and the environment at large.

Sustainable Agriculture that ensures economic growth, environmental protection and social progress is a key element of our plantation operations.

4.7 SUMMARY

- Value Added is certainly a versatile measure for evaluating the performance and efficiency of an enterprise as compared to the 'profit figure' disclosed by the Conventional Financial Statements.

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- Value added statement helps the organisation in introducing the productivity-linked bonus scheme.
- Economic Value Added is a residual measure of financial performance. It may be defined as the operating profits after tax less the charge for the capital equity as well as debt used in the business.
- EVA is a management tool that discloses the impact of both strategic as well as operational decisions of the management.
- Human Resource Accounting is primarily based on this concept that the traditional practice of treating all expenditure on human capital formation as an immediate charge against the revenue of the period is not consistent with the term accorded to comparable outlays in physical assets.
- Environmental Accounting includes the evaluation of natural resources, measuring the income there from, keeping a record of the cost relating to them, estimating their quantities and providing depreciation on them.

4.8 QUESTIONS AND EXERCISES

Short-Answer Questions

1. List the limitations of value added statement.
2. What are the three important aspects of human resource accounting?
3. What are the merits and limitations of historical approach for valuation of human resources?
4. What is the key feature of Opportunity Cost Approach?
5. In which way is Human Resource Accounting useful to managers, financial analysts and employees of an organization?

Long-Answer Questions

1. Discuss in detail the problem areas related to certain items and the views of the accountants regarding their treatment.
2. What are the advantages of value added statement?
3. What is the utility of Economic Value Added?
4. Explain the different approaches suggested for valuation of human resources..
5. Describe the five-step approach of Reward Valuation Model.
6. What is the significance of environmental accounting.?

Endnotes

1. Brown and Howard, Management Accounting and Finance (1982), p. 814.
2. Guidance Note on Terms used in Financial Statements, ICAI, New Delhi.

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COUNSELLING IN SOCIAL WORK

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UNIT - I
CONCEPTUAL FRAMEWORK

INTRODUCTION

As the world becomes busier and busier, the need for counseling increases. People are faced with many challenges in life, can be very isolated, need trauma counseling or just need support. Counseling provided by trained professionals can make a profound impact on the lives of individuals, families and communities. This service helps people navigate difficult life situations, such as the death of a loved one, divorce, natural disasters, school stress and the loss of jobs. Counseling is needed to help individuals for optimum achievement and adequate adjustment in the varied life situations. There is a dire need for counseling services in the educational, professional, vocational, social, health, moral, personal, and marital areas. Counselors are trained in helping others to work through the problems. They help people to determine the root cause of e.g. addiction or behavioral issues and focus on healing. They can guide and direct people through a variety of situations and help them to focus on what really matters. They can guide and direct people through a variety of situations and help them to focus on what really matters. Counselors also help people determine which career they are interested in and how to plan their education and job search. Counseling may help those who are struggling in the world. They may help them to deal with personal issues such as loss of a job or a divorce. This can be a very stressful time for anyone. A counselor can help the person to get back on their feet and feel empowered and stronger than ever. Counseling may help the person to let go of the past and start over without feeling guilty

As a result, the profession of counseling has grown exponentially over the years. Counselors may work in clinical settings, in private settings, and in private practices. They may work as a group or individually. Clients will come from all walks of life. Not all clients will be success statistics. Some will still struggle in spite of the counseling. This doesn't mean that the counseling wasn't helpful; it may just be that the person isn't at a point in life where they can receive the help that they need or do what is needed to help themselves.

Counselors' use a variety of methods in which to help a person in whatever they are going through. They will help by posing questions and having the person do some introspection and self-understanding. Often, the answers to life's questions are right in front of us. We just don't see them clearly because we're so embroiled in the melee of what is going on around us.

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Choosing to go to counseling isn't a bad choice; it's nothing to be ashamed of. There are many times where counseling will help a person to move forward in their life and enjoy it to its fullest. There are counselors for anything and everything in life that a person can imagine. Choosing to counsel is a huge step and will go far in helping a person to enjoy their life.

They can guide and direct people through a variety of situations and help them to focus on what really matters.

1.1 MEANING, CONCEPT AND DEFINITIONS OF COUNSELLING

Concept of Counseling

Counseling is a scientific process of assistance extended by an expert in an individual situation to a needy person. Counseling involves relationship between two persons in which one of them (counselor) attempts to assist the other (counselee or client) in so organizing himself as to attain a particular form of happiness, adjusting to a life situation or in short self actualization. It is a relationship of natural respect between counselor and counselee .In this private interview counselee acquires independence and develops a sense of responsibility. Counseling process is structured around the felt needs of the counselee.

The main objective of counseling is to bring about a voluntary change in client. For this purpose, the counselor provides facilities to help achieve the desired change or make the suitable choice. The client alone is responsible for the decisions or the choice he makes, though the counselor may assist in this process by his warmth and understanding relationship. Thus counselor helps counselee to discover and solve his personal problems independently. .

Counseling and guidance are not synonymous terms. Guidance is a relatively more comprehensive process which includes counseling as one of its functions whereas counseling is a part of guidance. It is a specialized and individualized part of total guidance process. Thus all counseling is guidance but all guidance is not counseling There are a number of things that it is generally agreed that counseling is, and a number of others that it is not.

Counseling is

- The process that occurs when a client and counselor set aside time to explore difficulties which may include the stressful or emotional feelings of the client.
- The act of helping the client to see things more clearly, possibly from a different view-point. This can enable the client to focus on feelings, experiences or behavior, with a goal of facilitating positive change.

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- A relationship of trust- Confidentiality is paramount to successful counseling. Professional counselors will usually explain their policy on confidentiality. They may, however, be required by law to disclose information if they believe that there is a risk to life.

Counseling is not

- Giving advice.
- Being judgmental.
- Attempting to sort out the problems of the client.
- Expecting or encouraging a client to behave as the counselor would behave if confronted with a similar problem in their own life.
- Getting emotionally involved with the client.
- Looking at a client's problems from your own perspective, based on your own value system.

Definitions of Counseling

Counseling can be a confusing term. It often has different meanings for different people.

Webster's Dictionary-"Consultation, Mutual Interchange of Opinion, Deliberating Together".

Strong -"face to face relationship in which growth takes place in the counselor as well as the counselee".

- Robinson-"the term Counseling covers all types of two person situations in which one person, the client is helped to adjust more effectively to himself and his environment"
- Ren-"Counseling is a personal and dynamic relationship between two individuals-an older, more experienced and wiser (counselor) and a younger, less wise (counselee), the latter has a problem for which he seeks the help of the former, the two work together so that the problem may be more clearly defined and the counselee may be helped to a self-determined solution.
- The UK's NHS Website defines counseling as: "A talking therapy that involves a trained therapist listening to you and helping you find ways to deal with emotional issues."

There are therefore a number of aspects to counseling. For example, it is important that the counselor is trained. It is also important that the process is about helping you to find ways to deal with your problems, rather than giving advice or telling you what to do.

- A Counselor is a person "who has reached the necessary level of skill and training and who has completed a recognized course of study and

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who acts with the definition of counseling when practicing in the counseling profession."

- A client "can be a person, a couple, a family group, or an organization who directly or indirectly seek access to a counseling relationship."
- Counseling relationship "It is a formally contracted relationship agreed by both parties' counselor and client where both parties have agreed to work together for the benefit of the client."

1.2 COUNSELING AS AN ART AND SCIENCE

The question keeps cropping up whether counseling is an art or a science. The answer is that it is both. Counselors need to have key affective qualities and helping skills, knowledge of and competencies in the 12 core functions, familiarity with legal and ethical issues, and grounding in various theoretical frameworks. Most importantly, they need to be able to establish a helpful therapeutic alliance with clients. Hubble, Duncan and Miller summarize 40 years of outcome of research and assert that the single most important aspect of counseling is the alliance. The quality of the therapeutic alliance accounts for 30 percent of the change in counseling. Does the client feel listened to, cared for, supported, a sense of bond with the counselor, warmth, respect, genuineness, not judged? A good working relationship is the heart of effective counseling.

The non-specific factors that contribute to this alliance are

1) Having a time/safe place to talk
2) Feeling understood
3) A meeting of the minds
4) A sense of encouragement, coaching, teaching

What does not work in counseling is attributing failure to the client, arguing with the client, passivity, hostility, negative confrontations, mechanical responses, and ignoring the client's feelings. Fundamental to the therapeutic relationship is the client's perception of that relationship. It is not how the counselor sees it, but how the client sees it. Is the counselor meeting the client at their stage of readiness? In what ways does the client gain hope of recovery from the counselor?

Art and Science of Helping

Counseling is an art and science, relationship and action. Academic programs want to focus on both aspects, but the nature of academics leads to a greater emphasis on knowledge and less on interpersonal process. Frankly, it is easier to grade tests of knowledge and harder to grade interpersonal process. Further, we outsource the practice part of the program to supervisors that may

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not be capable of providing the same kind of detailed assessment that we do in our classes. Most students seeking to learn the art of counseling focus on knowledge and interventions

Counseling and Psychotherapy

'Psychotherapy' and 'counseling' are very similar, but not exactly the same. Both describe a process of helping someone to come to terms with and work out solutions to their problems.

However, they vary in the approach used, and underpinning model and thinking.

- Counseling is a helping approach that highlights the emotional and intellectual experience of a client: how a client is feeling and what they think about the problem they have sought help for.
- Psychotherapy, however, is based in the psychodynamic approach—it encourages the client to go back to their earlier experiences and explore how these experiences affect their current 'problem'.

A psychotherapist, therefore, helps the client to become conscious of experiences which they were previously unaware of. Counselors, however, are less likely to be concerned with the past experiences of the client and are generally trained in a humanistic approach, using techniques from client-centered therapy.

1.3 LEVELS AND TYPES OF COUNSELING/SCOPE OF COUNSELING

Before we look into the levels and types of Counseling, let us examine the various types of professionals who offer counseling to their clients in various settings.

Professionals Who Offer Counseling

People with many different backgrounds work as counselors. The name is not used to refer to any one type of training or qualification. There are many training courses in counseling skills.

- **Psychotherapists**

  Psychotherapists have a variety of qualifications. They have usually been in counseling or psychotherapy themselves and can work on personal change at a deeper level.

- **Community Health Nurses**

  They are qualified nurses who have completed extra training in community health which includes some counseling skills.

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- **Family Therapists**

  They have a variety of qualifications. Members of the Victorian Association of Family Therapists (VAFT) have at least two years additional training in working with individuals and families.

- **Feminist Counselors**

  There is no specific qualification in feminist counseling. They have an awareness of the specific experiences and pressures on women.

- **Financial Counselors**

  They are trained to help sort out finances and renegotiate contracts and other financial obligations.

- **Social Workers**

  Social workers have a degree in social work. Some of them do counseling and they use a variety of approaches.

- **Psychiatrists**

  They are medical doctors with extra training in psychiatry. They deal with the diagnosis and treatment of mental illness. They can prescribe drugs. Some of them use other approaches as well.

- **Psychologists**

  They have university qualifications in psychology. Some with extra training are registered psychologists. They counsel people in a variety of settings using a range of techniques. They do not prescribe drugs.

- **Psychoanalysts**

  They can train in several ways which are regulated by the Psychoanalysts Association. Some are medical doctors. They use a specific process to explore buried feelings from childhood. It can involve several sessions per week and take many years.

There are different Levels of counseling.

- Individual work with one counselor and either one client, a couple or some members of a family.
- Group work where a counselor leads or facilitates the group. A group called a support group may have a counselor as a leader or facilitator.
- Self-help groups where there is no leader. Members attend on an equal basis for mutual support or it may be a self-help group without a leader. Self-help groups usually have some common beliefs about the issue they share.

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Major Levels of Counseling may be classified as under:

- Individual counseling
- Group counseling
- Couple counseling
- Family counseling
- Telephone or helpline counseling

• Individual Counseling

Counselors and therapists help their clients in a variety of ways, and there are many different types of counselors depending on their specialty: marriage and family therapy, career counseling, mental health counseling, substance abuse counseling, and more. "Counseling" is a very broad category that encompasses many opportunities in any number of counseling subfields. Counselors work in schools, hospitals, rehabilitation facilities, among other locations, or they can maintain a private practice, and there are many ways in which to specialize during the counseling career.

Supportive Counseling is most often used with people who have difficulty standing alone amid their problems. At frequent intervals these persons may need sustained guidance. In supportive counseling, the goal is not to create a chronic dependency upon the counselor, but to give temporary support and help the person to gain strength and the resources to cope.

Individual counseling is a personal opportunity to receive support and experience growth during challenging times in life. Individual counseling can help one deal with many personal topics in life such as anger, depression, anxiety, substance abuse, marriage and relationship challenges, parenting problems, school difficulties, career changes, etc.

Individual counseling (sometimes called psychotherapy, talk therapy, or treatment) is a process through which clients work one-on-one with a trained mental health clinician in a safe, caring, and confidential environment. Counseling allows individuals to explore their feelings, beliefs, and behaviors, work through challenging or influential memories, identify aspects of their lives that they would like to change, better understand themselves and others, set personal goals, and work toward desired change.

Individual counseling is counseling focused on the individual's immediate or near future concerns. Individual counseling may encompass career counseling and planning, grief after a loved one dies or dealing with problems at a job before they become big. Individual counseling is a one-on-one discussion between the counselor and the client, who is the person seeking treatment. The two form an alliance, relationship or bond that enables trust and personal growth.

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- **Group Counseling**

Group counseling is a form of counseling where a small group of people meet regularly to discuss, interact, and explore problems with each other and the group leader. Group counseling seeks to give students a safe and comfortable place on campus where they can work out problems and emotional concerns. Members gain insight into their own thoughts and be¬havior, and offer suggestions and support to others.

In addition, people who have a difficult time with interpersonal relationships can benefit from the social interactions that are a basic part of the group counseling experience.

Most groups composed of students of differing ages, backgrounds and ex¬periences. This helps to provide additional perspectives.

What are the Goals of Group Counseling?

People who participate in counseling groups benefit in many ways. We be¬lieve that groups are uniquely suited to help students.

- Give and receive support
- Gain understanding of problems and explore possible solutions
- Practice interpersonal skills in a safe group setting
- Learn more about how you come across to others
- Increase observation and feedback skills
- Enhance problem-solving skills
- Improve emotional expressiveness
- Decrease social isolation
- Develop good communication skills

- **Couple Counseling**

Couple counseling, also called couples therapy, is a type of psychotherapy. Couple counseling helps couples of all types recognize and resolve conflicts and improve their relationships. Through couple counseling, you can make thoughtful decisions about rebuilding and strengthening your relationship or going your separate ways.

Couple counseling is often provided by licensed therapists known as marriage and family therapists. These therapists have graduate or postgraduate degrees — and many choose to become credentialed by the American Association for Marriage and Family Therapy (AAMFT).

Couple counseling is often short term. Couple counseling typically includes both partners, but sometimes one partner chooses to work with a therapist alone. The specific treatment plan depends on the situation.

Why is Couple Counseling Offered?

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Couple counseling can help couples in all types of intimate relationships — regardless of sexual orientation or marriage status.

Some couples seek couple counseling to strengthen their partnership and gain a better understanding of each other. Couple counseling can also help couples who plan to get married. Premarital counseling can help couples achieve a deeper understanding of each other and iron out differences before marriage.

In other cases, couples seek counseling to improve a troubled relationship. One can use Couple counseling to help with many specific issues, including:

- Communication problems
- Sexual difficulties
- Conflicts about child rearing or blended families
- Substance abuse
- Anger
- Infidelity

Couple counseling might also be helpful in cases of domestic abuse. If violence has escalated to the point that you're afraid, however, counseling alone isn't adequate. Contact the police or a local shelter or crisis center for emergency support.

- **Family Counseling**

Family therapy or family counseling is designed to address specific issues that affect the psychological health of the family, such as major life transitions or mental health conditions. It may be used as the primary mode of treatment or as a complementary approach. Family counseling brings together members of a family to work through situational or relationship issues.

Topics include, but are not limited to:

- Changes in family relationships
- Conflict
- Health issues
- Addiction
- Trauma
- Divorce/Separation
- Communication
- Life changes/transitions

Counselors will help the family recognize their patterns, build on strengths and develop alternatives, providing all family members a voice in the process.

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The Benefits of Family Counseling

Families can benefit from therapy when they experience any stressful event that may strain family relationships, such as financial hardship, divorce, or the death of a loved one. In addition, it can be effective in treating mental health concerns that impact the family as a whole, such as depression, substance abuse, chronic illness, and food issues, or everyday concerns, like communication problems, interpersonal conflict, or behavioral problems in children and adolescents.

Family counseling aims to promote understanding and collaboration among family members in order to solve the problems of one or more individuals. For example, if a child is having social and academic problems, therapy will focus on the family patterns that may contribute to the child's acting out, rather than evaluating the child's behavior alone. As the family uncovers the source of the problem, they can learn to support the child and other family members and work proactively on minimizing or altering the conditions that contribute to the child's unwanted behavior.

- **Telephone Counseling / Helpline Counseling**

This refers to any type of psychological service performed over the telephone. Telephone counseling ranges from individual, couple or group psychotherapy with a professional therapist to psychological first aid provided by Para-professional counselors. In-person therapists often advise clients to make use of telephone crisis counseling to provide the client with an avenue to obtain support outside of therapy if they cannot be reached in an emergency or at the conclusion of a therapeutic relationship. Unlike other forms of counseling, telephone counseling is potentially free of certain constraining factors that affect traditional therapy, including geography, time, duration, and cost, making this form of counseling more accessible for a number of people who would be unable to attend traditional psychotherapy. It also provides a degree of anonymity that is comforting to some callers, reducing the intimidation that some people may feel at the prospect of seeking treatment with a traditional in-person therapist and encouraging disclosure. Also research shows telephone counseling to have better results among patients with depression.

Being physically present with your counselor may help you feel more connected with him or her; the telephone may contribute to "distance" in the therapeutic relationship. Some people feel safer letting themselves become emotional in the physical presence of another person.

Because the client often calls from a location that is part of their day-to-day life, calls often center around, or are interrupted by, situational pressures that the person is currently immersed in. This can have both positive and negative effects on the counseling provided; by allowing the counselor some insight into the person's situation, the counselor can be more objective. Conversely, the disruptions and pressures of situational factors may make it difficult for the client to adopt a reflective state or maintain full focus on the counseling session.

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In the case of Para-professional counseling (meaning a non-licensed therapist), there may not be guaranteed privacy; the electronic technologies involved make it difficult to prevent multiple phone connections, loudspeakers, or recording of the interactions. This fact may present a problem to a paranoid personality who suspects that others are monitoring his or her calls.

If the counseling is provided by an organization staffed by a number of employees or volunteers, a repeat caller cannot develop a relationship with a counselor in the same way as in traditional therapy, which may impede progress. These organizations typically limit calls in time and frequency, preventing deeper analysis and thus the use of therapeutic modalities that depend on it (i.e. psychoanalysis).

Phone counseling is not appropriate for people who are homicidal, suicidal, self injuring, or requiring more care than one session per week. Phone counselors may not be acquainted with local emergency service options. Counselors at locally operated suicide hotlines are trained in emergency services and acquainted with local resources.

Types of counseling/ Scope of Counseling/ Areas of Application of Counseling:

In contemporary times counseling is offered and available with respect to several areas and varied issues.

Some of the major types of counseling may be outlined as under:

- Marriage and Family Counseling
- Guidance and Career Counseling
- Rehabilitation Counseling
- Mental Health Counseling
- Counseling for Terminal Illnesses like Cancer
- Substance Abuse Counseling/De-Addiction Counseling
- Educational Counseling/ School Counseling
- Debt /Financial Counseling
- Child/Adolescent Counseling
- Counseling for Special Needs Individuals
- Eating Disorder Therapy
- Grief Counseling
- Crisis Counseling
- Sexuality Counseling
- Industrial Counseling
- Infertility Counseling

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- Genetic Counseling
- Adoption Counseling
- HIV/AIDS Counseling
- Stress Management
- Palliative Counseling
- Vocational Counseling
- Trauma Counseling

Types of Mental Illnesses

According to the National Institute for Mental Illness, approximately 26.2 percent of adult Americans (over one in four) are affected by some type of mental illness each year. Here are some of the common mental illnesses that counselors work with:

- Anxiety Disorders
- Attention Deficit Disorders
- Bipolarity
- Borderline Personality
- Depression
- Eating Disorders
- Obsessive-Compulsive Disorders
- Panic Disorders
- Post-traumatic Stress Disorders
- Schizophrenia
- Phobias and Manias

AREAS OF COUNSELLING that we deal with include

Abuse (Emotional, Mental, Physical, Sexual)

No matter what type of abuse is experienced or witnessed, it can be very distressing for a person to go through. People often only think of physical or sexual abuse, however emotional and mental abuse can also leave very deep scars. Counselling can help people to work through the trauma of the experience that they have gone through and help them to re build their self-belief and confidence. It can assist people in their understanding that things were not their fault and give them a space where they can be heard.

Addictions (Alcohol, Drugs, Exercise, Gambling, Shopping, Smoking, Sex, Work) People often become addicted to something as a way of trying to get some kind of control in their lives. The irony is that the addiction leaves them feeling more out of control in the end. Whether it is exercise, drugs, gambling, shopping

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or sex, people turn to focusing on one area as a diversion from what they are experiencing. This could for example be a relationship break down, bereavement or loss of a job. Either way counseling can help people to look at what they are really feeling and experiencing, and assist them as they work through this and as they give up their addiction. Counselling supports people in the process of letting the addiction go.

Anger management

People often come for counseling to help them to deal with anger and the way that they are expressing it. Anger management counseling is about teaching people that anger can be expressed in a healthy way and that it is possible to be angry without being destructive. Counselling helps people to get more in touch with their feelings and to express them, rather than bottling them up and exploding in an aggressive and negative manner. Counselling helps to address the issues that are underneath the explosions. It is supportive and caring, but it also helps people to make practical changes.

Bereavement and loss

Whether a bereavement is sudden or expected, it is highly distressing and traumatic. People feel under great stress and strain when someone they love dies, and no matter what the circumstances, grief can include a wide range of emotions from sadness to anger. Loss can also be the loss of a relationship after a marriage breaks down for example, or the loss of an animal, a home, a job etc. It is not only bereavement that can leave people feeling empty and alone. Counselling can really help people as they go through the stages of grief and ensure that they have the support that they need as they work through all the different emotions involved.

Depression

Living with depression can be a very painful and distressing place to be. Depression can take over and leave people feeling both physically and emotionally drained. People often feel very alone and isolated, and as though no one fully understands what they are going through. Counselling helps to provide people with a space where they are heard and supported through a very dark and painful time. It also helps people to gradually re build and gradually put their lives back together.

Eating Disorders (Anorexia, Binge Eating Disorder, Bulimia and Compulsive Overeating)

Eating disorders can really take over people's lives and identities, and often they find themselves consumed with issues around food, body size, shape and obsessive thoughts begin around these areas. Eating disorders range from binge eating to restricting, and they can often include abuse of laxatives, vomiting and exercise. Eating disorders are not just about food and exercise though, and they have a lot to do with relationships, experiences, history and confidence.

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Counselling can help people to practically change the way that they eat and exercise, and help to challenge destructive patterns. But it can also help people to develop and improve all other areas of their lives.

Low self esteem and confidence

People often come for counselling because they have very low self worth. This means that they lack confidence and that their self-esteem is very fragile. This can often be the result of their what they have experienced, either growing up, or in a relationship. It may be the result of bullying or abuse for example. Counselling can really help people to start to believe in themselves again and to recognise what they have to offer, and the positive aspects of themselves. It can assist people in developing and moving forward.

Relationships- (Couple's counseling, divorce counseling, issues around sex/intimacy, infidelity)

Relationships can often be extremely difficult and challenging. Couple's come for counseling because they are struggling to communicate, or because they are having issues with intimacy or their sex life is being affected. Sometimes one partner has been unfaithful and people want to be able to work through that with a neutral person. A counselor can really help couple's to start hearing one another again, to listen and support each other and to improve their way of relating. On the other hand counseling can also be beneficial if individuals or couples are going through a divorce and they want someone to support them through this.

Stress (Money, health, relationships, work)

Stress plays a massive role in a lot of people's lives. Sometimes work, relationships, money and/or health concerns can cause people to feel under a lot of pressure. Signs of being stressed are feeling over whelmed, run down, irritability, inability to sleep and sometimes eating can be effected (either over or under eating). Stress can often lead to physical health problems and emotional outbursts. Stress is really hard to live with, and counseling can offer an outlet for this, and a place where you can discuss and work through the factors that are causing you to feel so stressed out.

Trauma (Experiencing/witnessing accidents, attacks, abuse, violence, wars, natural disasters etc)

As a result of either experiencing or witnessing a traumatic event an individual can be left questioning their beliefs and with their trust destroyed. They can feel overwhelmed and the emotions may be confusing and hard to understand. They may experience flashbacks, upsetting memories, nightmares and insomnia. People can often feel emotionally detached from what has happened and find themselves re-experiencing the event over and over again. The result of this can either be depression, low self-esteem, anger, stress, anxiety or even panic attacks. Some people may also develop addictive patterns as a

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way of coping. Counselling can help people to cope with traumatic experiences and help them to understand what they have gone through. It can also assist them in dealing with the symptoms that they may have developed

Post-traumatic Stress Disorder (PTSD)

PTSD is most commonly used to describe symptoms arising from emotionally traumatic experience(s). However, not everyone who experiences a traumatic event will develop PTSD. Those that do will find themselves going over and over an event in their head, with very little space for anything else. There may be an intense feeling of fear and a sense of being overwhelmed. Others may avoid talking or thinking about the event as a form of self-preservation. This can lead to isolation, a sense of numbness and prolonged shock. In turn relationships will be impacted on and an individual could experience being easily startled, feeling on edge and likely to jump at any noise or sound. Insomnia and mood swings are also likely. In the case of PTSD Cognitive Behavioral therapy techniques work best, as these can encourage an individual to replace unwanted thoughts and feelings with positive ones. It is recommended that therapy commences at least four weeks after the event has taken place.

1.4 PRINCIPLES OF COUNSELING

Counselors need to be open with themselves and with clients about the feasibility of working together in a professional relationship.

The counseling professional relationship, defined by an explicit and mutually agreed contract, ends with the termination of that contract. However, there are certain professional responsibilities that continue beyond the termination of the contract. These include but are not limited to:

- maintenance of agreed-upon confidentiality
- avoidance of any exploitation of the former relationship
- consideration of any needed follow-up care

Ethical Framework of Counseling

Counselors express their skills and professionalism in their approach that values the integrity, authority and autonomy of the client.

The responsibility a counselor for the quality of the work they do with clients is marked by eight principles:-

- acting according to professional standards of competence
- maintaining confidentiality
- being open and explicit with clients about the counseling process

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- remaining within the boundaries of the counseling role
- engaging only in activity in which they have ability and in which they are able to act independently and objectively
- ensuring that they receive adequate supervision of their counseling work
- continuing their own personal and professional development as counselors
- establishing, maintaining and monitoring a clear counseling contract

Unless otherwise negotiated any information that is disclosed during counseling relationship normally remains confidential to that professional relationship.

Counselors may become frustrated by a clients lack of trust unless they are certain that confidentiality is an important ethical requirement at all times during the professional counseling relationship. However, confidentiality is not absolute because a counselor must take into account the laws and the constraints of their society and of their professional roles. Because of this it is essential that in a contract any limitations that may be placed on the confidentiality within the professional counseling relationships are made explicit and have a client's approval. The client's right to privacy and safety must be respected and any subsequent conflicts with the principle of confidentiality must be handled clearly and openly. In the case of a likely breach of confidentiality being foreseen the counselor should attempt to get the clients written and informed consent.

The core values of the counselor are a set of attitudes and skills which have a special regard for the integrity, authority and autonomy of the client and are firmly based on the counselor having total respect for universal human rights and for the person and cultural differences.

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Core Values that put principles into practice. These may be outlined as under:

- **Respect**

  Counselors have the responsibility to conduct themselves with self-discipline and treat their clients with respect.

- **Integrity**

  A counselor who is bound by a code of ethics must never exploit a client but accept and honour the client's right to support their physical and emotional boundaries.

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- **Authority**

  Whether a counseling relationship is initiated by a direct or indirect assignment the counselor recognizes that the responsibility for entering into that relationship is vested in the client.

- **Autonomy**

  Acting within the boundaries of a shared respect for universal human rights and cultural differences the counselor must always give the client the freedom to express themselves as well as their needs and their beliefs.

- **Privacy**

  At all times the counselor must make sure that the counseling relationship is protected against unconstructed or inappropriate observation, including interference or intrusion by others.

- **Confidentiality**

  It is the counselor's responsibility that the client has the confidence in that everything in the counseling relationship is built on a foundation of trust that their personal or any other disclosed information is protected from inappropriate disclosure to others.

- **Responsibility**

  The counselor must actively make sure the observance of these key philosophical principles in the service provided through the counseling relationship.

- **Competence**

  It is required that the counselor only provides services and techniques for which they have received adequate and qualified education and training or experience and that they keep up high standards of practice in their work.

Principles of Counselling

All principles are considered equal with generally, no one holding greater weight or importance than another. Application of the ethical principles may provide sufficient scope and information to either clarify the dimensions of the problem.

- **Principle of Acceptance**—accept the patient with his physical, psycho¬logical, social, economical and cultural conditions of the clients including being fully aware of any personal and cultural differences, however, it does not mean necessarily the acceptance of all of their behavior.

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- **Principle of Communication—**communication should be verbal as well as non-verbal and should be skilful.
- **Principle of Empathy-**instead of showing sympathy put yourself in client's shoes and then give reflections accordingly .Empathy is ability to identify with a person.
- **Principle of Non-**Judgemental Attitude-do not criticizes or comments negatively regarding patient's complaints.
- **Principle of Confidentiality—**always keeps the client's name and the problem strictly secret and assure the client about the same.
- **Principle of individuality—**treats each and every client as unique and respects his problem as well.
- **Principles of non-emotional involvement—**not getting emotionally in¬volved with the client and avoid getting carried away with his feelings.
- **Client Autonomy--**The freedom of clients to choose their own direction – respecting that the client has the ability to make choices free from the constraints of others .The role of the counselor is to acknowledge client autonomy and to respect this right.

An autonomous action is one that cannot interfere with the autonomy of another. An individual is to be aware of the choice taken and the effect/consequences it has on others.

Limitations to client autonomy apply to those clients who are currently unable to understand the repercussions of their action – for example children and mental health patients

- **Non-Maleficence**--this term means to do no harm. It is a concept derived from the medical profession. Autonomy relates to the individual client, non-maleficence refers to the abilities of the counselor. Counselors have a responsibility to avoid utilizing interventions that could or have the potential to harm clients .In practice counselors are expected to undertake interventions thorough evaluation of the client's concerns and apply appropriately determined and explained interventions.
- **Fidelity--**This principle deals with the trust relationship between the counselor and their client. The interests of the client are placed before those of the counselor even if such loyalty towards the client is inconvenient or uncomfortable for the counselor.

A client needs to be able to trust that the words and actions of the counselor are truthful and reliable. The counselor however, does not need to share every fleeting thought or reaction.

CONCLUSION

Therefore professional counseling is a safe and confidential collaboration between qualified counselors and clients to promote mental health and wellbeing,

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enhance self-understanding, and resolve identified concerns. Clients are active participants in the counseling process at every stage. Providing privacy in a safe and regular space where the client can feel at ease and under no pressure is vital. The client can relax and talk relatively easily about their thoughts and feelings. The counselor is there to explore by listening, giving support and respecting the client's views.

Counselling can help the client cope with redundancy and other work related stress. It can help those who have suffered bereavement or other factors that can cause depression or anxiety in the life of a person. Counselling can be used to help a person achieve their ambitions or just to help them understand themselves better. It can help the client to feel more confident in their lives. Perhaps start seeing life from another point of view instead of being confrontational.

By seeking help from a professional therapist, a client will find they can talk about difficult situations. This helps them to face up to their situations from a better perspective. It is also true that in these situations the client may feel worse as they start their programme with the therapist. Counselling is not a magic pill. It will take a number of sessions, how many depends on the support that is needed. One thing is certain no professional counselor will draw out a programme just to keep a client returning to their office.

Counselling does need a commitment from the client to attend therapy to make the best use of the programme. Treatment is seldom a one-off visit it can take, weeks, months or even years of therapy to achieve what the client wants to achieve. A professional counselor will never become a friend. They will maintain their professional distance so that they can remain objective. The counselor will always care for the client showing empathy and understanding. But they will never give judgement or allow their own experience of situations colour their judgement. They will build a two-way trusting and professional relationship with their clients.

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UNIT - 2
COUNSELING GOALS AND SKILLS

INTRODUCTION

Many people will, at some point in their lives, find themselves in the role of a counselor without having a true understanding of the concept of counseling or what the role of the professional counselor entails. There is a big difference between a professional counselor and a person who uses some counseling skills as part of their role, for example as a friend or colleague. A professional counselor is a highly-trained individual who is able to use a different range of counseling approaches with their clients.

The process of counseling begins with establishing relationship between counselor and counselee and taking into confidence the counselee by the counselor and allowing him to open his or her heart and after understanding the situation advising him to face the harsh realities of life and society boldly and building his confidence and paving way to make the best use of his strength by overcoming his weaknesses. B.J. Prasantham has rightly pointed out that, "Counseling is a relationship between the counselor and counselee characterized by trust and openness, in a one to one, or a small group relationship, whereby the counselee is helped to work through his interpersonal and or intrapersonal problems and crisis.

He is also helped to mobilize his inner and outer resources and to find new options in facing life. Along with this, counseling also helps the client to discover and develop his potentialities and lead an integrated life and make his contribution for the welfare of his fellow men." Counseling does not necessarily relate to the jobs. It is not advising alone. Under counseling, counselor's job is the most important. He has to make wholehearted efforts to understand problem and situation facing the individual and should study the strength, weaknesses of the problem individual and the environment at workplace and at his home.

The counselor has to take the individual into confidence and be friendly with him. He has to console and put him at comfort. The counselor has to take care that the individual feels at ease and open up his mind to him so that he knows the real problem faced by the individual. The counselor must exercise lot of patience and try to restore confidence in counselee.

Any person can act as counselor. He must be a person with charming personality, caring, should attract other persons toward himself and should be affectionate towards one and all and should understand and interpret the behavior

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of others. Counselor commands respect from the people and enjoys status in the entire organization as his services help in achieving good human relations.

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2.1 COUNSELING EXPECTATIONS

Different individuals have different perceptions of what can be expected of counseling. Individuals preparing to become counselors, and those who seek counseling, as well as parents, teachers, school administrators and governmental agencies, all differ in their expectations of the counseling experience. The final designation of these goals is to be determined by the counselor

Before starting any kind of counseling or treatment plan, it is important to set the stage by asking the clients:

- What they want to get out of the counseling or therapeutic process.
- What they believe is inhibiting them from achieving this.
- What their expectations are.
- What their motivations are for making said changes.

Research shows that therapy is much more useful when it involves having a set plan for what you hope to achieve or accomplish. Much of this can be done via the interview process where expectations can be discussed and prioritized in terms of the desired time frames. A few things to look out for when creating and setting goals with the client are setting goals unrealistically low, overcoming the fear of failure or continually comparing goals to the goals of others. Helping the clients move out of their comfort zones is an important part of the therapeutic process. As a counselor, your job is to help your clients stretch and grow and move beyond resistance.

Expectations may also include focusing on the following questions:

1. Why do you really want this goal?
2. How important is it for you to achieve this goal?
3. Is this goal realistic?
4. How will you know when you have achieved this goal?
5. How will you feel after achieving this goal?
6. Do you believe you can influence this goal?
7. Describe what kind of positive impact achieving this goal will have in your life.
8. Describe any downsides when it comes to achieving the goal. If there are any, explain how you can handle that.

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Expectations are important for everyone, whether they are in therapy or not. Expectations help us navigate through life whether they are personal goals, professional goals, a goal to replace a bad habit or simply a goal for achieving success. Expectations are meant to both motivate and challenge the client so it's critically important that the client be transparent and forthright with what they hope to achieve.

2.2 GOALS OF COUNSELING

Different individuals have different perceptions of what can be expected of counseling. Individuals preparing to become counselors, and those who seek counseling, as well as parents, teachers, school administrators and governmental agencies, all differ in their expectations of the counseling experience. The final designation of these goals is to be determined by the counselor

- The goals of counseling should be capable of being stated differently for each individual client.
- The goals should be compatible with, though not identical to, the values of the counselor.
- The degree to which goals of counseling are attained by each client should be observable.
- Using SMART Goals in Counseling. SMART typically stands for Specific, Measurable, Attainable, Relevant, and Time-Based.

Setting goals can also give the therapist a better grasp of client growth as they proceed with therapy. Studies show that those who set useful goals during their therapy sessions typically experience less stress and anxiety overall as a result of being able to concentrate better. They often feel happier as well.

How Goal Setting Works in Counseling

Setting goals can be very helpful in multiple areas of life. Goals can help us face emotional and behavioral difficulties reconnect with old friends, help us look for a new job or simply help you save for a vacation. According to Counselor Justin Arocho, there is a general formula that can be followed when it comes to goal setting termed as the Standard Goal Setting Approach: This Approach includes the following steps:

1. Identify your goal.
2. Choose a starting point.
3. Identify the steps required to achieve the goal.
4. Take that first step and get started.

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The first step may sound simple, but it is often challenging. Helping clients fine-tune and get crystal clear on their goals may be quite difficult. Start by asking them what their overall goal really is.

Identifying a starting point is next. Helping the clients face and understand exactly where they are in terms of this goal is a good place to start. It's important that they are honest with themselves as well, by examining where things currently stand.

Breaking goals down into small steps is a smart choice for those facing big goals. Breaking goals down into manageable chunks or steps is critical because it helps keep the client from getting overwhelmed.

Remember to keep the steps small and to put them in some kind of logical order. As the Counselor discusses this, one can also talk about possible obstacles that may arise.

While no one can predict every obstacle that may come about, it will be helpful to discuss strategies for overcoming them.

Taking that first small step is a big achievement for anyone. As a counselor, it is our job to motivate the client to do just that.

The GROW Approach

The GROW acronym is another good model when it comes to Counseling.

G – Goal

R – Reality

O – Options

W – Way Forward

G stands for Goal.

When it comes to setting goals, it's important to hone in on what you really want. When setting goals, it's a good idea to be more specific, rather than general. Being specific will help one fine-tune your goal.

For example, many people try and set goals that are too general such as "I want to get healthy." A better goal would be something much more specific like "I am going to improve my diet by eating more organic fresh foods and produce and I want to accomplish this by June 1st of this year."

R stands for reality.

1. As you get further into your goals it's also imperative to be realistic.
2. Try and ask yourself what is happening in terms of your goal at the present moment.
3. What kinds of action have you taken in support of this goal?
4. What kinds of results have you seen thus far?

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5. If you are struggling with this goal, you may need to adjust your goal and be more realistic.

O stands for options.

1. What options have you explored in terms of achieving this goal?
2. What are some other ways you can move forward?
3. What else have you learned?
4. What are the pros and cons of each of these options?

W stands for a way forward.

1. What will you do once you have achieved this goal?
2. What kinds of obstacles can you envision you might face?
3. How can you plan ahead and come up with some strategies ahead of time?
4. You can also rate your success or the possibility of achievement on a 1–10 scale. The number 1 means you have no certainty of achieving this goal and 10 means you have 100% certainty of achieving this goal.
5. List three small steps you could take to start bringing yourself closer to this goal within the next 24 hours. This could be something simple like making a phone call, buying a personal journal or purchasing a healthy recipe guide.

Counseling theorists do not always agree on appropriate counseling goals because they are often general and vague .However, these are the five most commonly named goals of counseling:

1. Facilitating behavior change.
2. Improving the client's ability to establish and maintain relationships.
3. Enhancing the client's effectiveness and ability to cope.
4. Promoting the decision-making process
5. Facilitating client potential and development

The above Major Goals of Counseling may be discussed as under

These goals are not mutually exclusive and will be emphasized by some theorists and may be different for others.

- **Facilitating Behavior Change**

Most theorists indicate that the goal of counseling is to bring about change in behavior that will enable the client to be more productive as they define their life within society's limitations. According to Rodgers, behavior change is a necessary result of the counseling process, although specific behaviors receive little or no emphasis during the process.

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The counselor must establish specific counseling goals. A necessary shift from general goals to specific goals should take place to enable both the client and counselor to understand what change is desired. Specific behavior goals have additional value as the client is better able to see any change that occurs.

- **Improving Relationships**

Many clients tend to have major problems relating to others due to poor self-image. Likewise, inadequate social skills cause individuals to act defensively in relationships. Typical social difficulties can be observed in family, marital and peer group interaction (e.g., the troubled elementary school child). The counselor would then strive to help the client improve the quality of their lives by developing more effective interpersonal relationships

- **Enhancing Coping Skills**

We will inevitably run into difficulties in the process of growing up. Most of us do not completely achieve all of our developmental tasks within a lifetime. All of the unique expectations and requirements imposed on us by others will eventually lead to problems. Any inconsistencies in development can result in children learning behavior patterns that are both inefficient and ineffective. Learned coping patterns, however, may not always work. New interpersonal or occupational role demands may create an overload and produce excessive anxiety and difficulty for the individual.

Children who grow up in excessively strict homes frequently adjust to such training measures through learned behavioral inhibition. When social or occupational responsibilities require individuals to be assertive, they may experience anxiety and be unable to handle responsibilities effectively. In addition to psychological symptoms, physical symptoms such as frequent headaches, stuttering in front of people in authority or the inability to sleep are common. This maladjustment to daily living makes coping skills an important goal of counseling.

- **Promoting Decision-Making**

The goal of counseling is to enable the individual to make critical decisions regarding alternative courses of action without outside influence. Counseling will help individuals obtain information, and to clarify emotional concerns that may interfere with or be related to the decisions involved. These individuals will acquire an understanding of their abilities and interests. They will also come to identify emotions and attitudes that could influence their choices and decisions.

The activity of stimulating the individual to evaluate, accept and act upon a choice will assist them in learning the entirety of the decision-making process. The individual will develop autonomy and avoid dependence on a counselor.

Counseling seeks to maximize an individual's freedom by giving him or her control over their environment while analyzing responsiveness and reaction

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to the environment. Counselors will work to help people learn how to overcome, for example, excessive substance use and to better take care of their bodies.

Counselors will also assist in overcoming sexual dysfunction, drug addiction, compulsive gambling and obesity, as well as anxiety, shyness and depression.

- **Facilitating Client Potential and Development**

A major goal of Counseling is to ensure clients development as well as development of the knowledge base of counseling. Helping the individual develop to become and remain a well-adjusted, mentally healthy person and to achieve his/her potentialities, is a key objective of counseling.

To summarize, these goals are not mutually exclusive, nor are they equally appropriate for every client at any specific time. Counseling goals can be classified according to three categories: ultimate, intermediate and immediate.

Ultimate goals are philosophical ideals that can be reasonably expected from counseling. These goals include helping individuals to realize their full potential or to become self-actualized.

Intermediate goals relate to the reasons for seeking counseling and usually require several sessions to achieve them. Helping the individual develop to become and remain a well-adjusted, mentally healthy person and to achieve his/her potentialities, would classify as an intermediate goal.

Immediate goals, on the other hand, are the moment-by-moment intentions of counseling, for example, encouraging the client to verbalize an unexpressed feeling.

2.3 ESSENTIAL QUALITIES FOR A COUNSELOR

Counseling is the application of mental health, psychological or human development principles, through cognitive, affective, behavioral or systemic intervention strategies, that address wellness, personal growth, or career development, as well as pathology. Thus counseling focuses on helping people make changes unlike guidance that focuses on helping individuals choose what they value most. Therefore a counselor is a person who gives counsel or advice.

Counselors work in diverse community settings designed to provide a variety of counseling, rehabilitation, and support ser-vices. Their duties vary greatly, depending on their specialty, which is determined by the setting in which they work and the population they serve. Although the specific setting may have an implied scope of practice, counselors frequently are challenged with children, adolescents, adults, or families that have multiple issues, such as mental health disorders and addiction, disability and employment needs, school problem or

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career counseling needs, and trauma. Counselors must recognize these issues in order to provide their clients with appropriate counseling and support.

To be a good counselor you must possess the following qualities:

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- **Patience:**

  As a Counselor you need to have patience with your clients as they process the discussion. It may take them time to accept certain things and to move towards positive changes. It may also take time for you to see large changes. You need to be very patient. Go to the next step of explanation only when the client has clearly understood the content of the information you are giving. Thus you need to have ample time for the client.

- **Good Listening:**

  You need to be a good listener. Never interrupt what the client has to say. Give your inputs only when the client has finished talking.

- **Observant:**

  You need to be very observant and able to interpret non-verbal communication e.g. if the client looks angry, find out the cause of his/her anger first.

- **Warm:**

  Provide non-possessive warmth in a counseling environment. Smile and show concern and acceptance to the patient/client.

- **Knowledgeable:**

  You should have good knowledge on the topic /problem e.g. compliance to medication. Some people do not take medication for one reason or the other, while others demand drugs/medication. For example, Muslims do not take oral medication when they are fasting while Jehovah's witnesses do not take blood transfusion. Understanding the factors why people may not do certain activities at specific time will assist to assist them better.

- **Having empathy with the patient/client:**

  Try to understand the feelings the patient/client is having in the counseling process. In other words put yourself in his/her position.

- **Discretion:**

  Confidentiality is of upmost importance when you are a Counselor. You must be able to maintain confidentiality so the client can trust you and so that an effective rapport can be built with your client. Most people will openly say what they feel/ the problem they are having. However, ensure that you maintain confidentiality on what the client tells you. The

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client would feel greatly offended if you disclose any information about him or her to other people. This means that counseling must be done individually and privately.

- **Personal integrity:**

  Maintain a high degree of personal integrity, credibility and mutual trust as a counselor. Counselor should in no way compromise on basic human values and ethics. Counselor should not exploit the client in any way or demand undue compensation from the client for counseling services rendered. The relationship between the Counselor and the client should be professional at all times and in all situations.

- **Flexibility:**

  Flexibility in counseling is defined as the ability to adapt and change the way you respond to meet your clients' needs. You don't stay rigid and stick to a predetermined treatment path when your clients require a different approach. Being flexible is one of the most important attributes of a professional counselor. The competent Counselor understands the need to remain flexible in their approach often using a variety of conversational responses depending on the needs of the client. Sometimes we ask questions. Other times we are silent.

- **Self-Awareness:**

  Self-awareness is the ability to look within and identify your own unmet psychological needs and desires, such as a need for intimacy or the desire to be professionally competent. This ability prevents your issues from affecting or conflicting with those of your clients. Self-awareness has a major impact on a counselor's effectiveness. A Counselor who is aware of their own feelings and does not react defensively to what a client shares, will be more effective in the therapeutic relationship.

- **Compassion:**

  It is very important that your clients sense you truly care about them. You may not be able to relate to every issue that is shared with you, but you need to be able to have compassion for how it feels to be in their shoes.

- **Encouraging:**

  The ability to encourage and instill hope in the client is important attribute of a Counselor.

- **Open Mindedness:**

  Counselors hear all kinds of private information and encounter all types of people. It is important that the client understands that you are not personally judging them but working on improving the outcomes of their behaviours.

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- **Remain neutral and non-Judgemental:**

  Whenever possible give advice but do not judge.

- **Consistency:**

  If you are sure of the facts be consistent.

- **Ability to care for self:**

  The competent Counselor recognizes personal limits, boundaries and actively seeks to sustain a life of personal care. A good counselor will be one who shares common attributes and is able to offer empathetic support and understanding, in a caring, comforting manner.

- **Multicultural Competency:**

  Counselors help people from all walks of life. They must display multicultural competency and adopt a multicultural worldview especially in India where clients come from different multi-cultural backgrounds. Whenever possible use a local language that the client understands best. It is important for both you and the patient to understand each other very well.

2.4 COUNSELING SKILLS

The qualities of a good counselor go hand in hand with good counseling skills. There are a number of skills that are required by counselors. Counselors need to be particularly able to listen effectively, giving their full attention to the client. They need to be aware of body language and other non-verbal communication. Clients will often communicate far more non-verbally than verbally, so this is an important area of skill. Questioning is an important skill for counselors, just as it is in coaching. Counselors use questioning both to improve their understanding (as a form of clarification), and also as an active way to help expose the client's feelings and emotions. They will also use reflection to show that they have heard the client, and to validate the client's feelings and words. Counselors also need to be able to build a certain amount of rapport with their client, but not to an extent that would allow them to become emotionally involved. They also need to be empathetic. This means that they are aware of their client's feelings and emotions. Empathy goes beyond being sympathetic (which is basically feeling sorry for someone), because the root of the word means to 'feel with'. Empathy therefore means that the counselor understands how the clients' feels and can therefore ask appropriate questions and lead the client to positive conclusions. The nature of empathy is rooted in helping others, and particularly in empowering them.

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Effective counseling occurs only when there is a mutual understanding between the Counselor and the client which is brought about by information sharing and exchange of ideas.

- **Attending Skill**

The purpose of Attending is to build a nonthreatening counseling relationship and help the client explore their situation and then focus on chosen issues. In this stage the Counselor helps the client to identify and clarify problems and opportunities and assess their resources. Clients are often reluctant or resistant at this stage; therefore the Counselor helps them to explore new perspectives, challenges negative modes of thinking and constructively, challenges the client's excuses, evasiveness, distortions and negative self-statements. This stage is based around helping the client in establishing priorities and developing action plans that put into practice productive strategies.

You should greet your client politely and make him/her feel comfortable and relaxed. With facial expression, eye contact, gestures, and posture, show him/her that you are interested in what he/she is telling you.

- **Effective/Active Listening**

Active Listening & Empathy Active Listening is a key skill for the Counselor. It consists in concentrating on the client's non-verbal and verbal communications and relating them to the client's story (non-verbal communication includes body language, expressions, reactions etc). Verbal communication articulates the client's experiences, behaviours and feelings. As a counselor you should listen to what your client says. Show the client that you are paying attention. For example, rather than looking through papers on your desk as the client is talking to you, you should look at his/her face as you listen. Effective listening is the key to being a Counselor. It consists of various skills, which Egan covers with the acronym: SOLER

- S-If it suits them, face the client Squarely (some prefer up to 45 degrees etc)
- O. Maintain an Open Posture with the client.
- L. Lean towards the client (as appropriate).
- E. Maintain appropriate Eye Contact with the client.
- R. Be a Relaxed helper as by doing so you greatly improve the quality and comfort of the sessions.

- **Empathy**

Counselors help people through some of the most difficult and stressful times of their lives. They must be able to display empathy – the ability to feel what another person is feeling. Empathy means that you are truly able to imagine what it's like to stand in someone else's shoes. Compassion and empathy help your clients feel understood and heard.

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The Counselor encourages the client to stick to the point (what is relevant), they are non-judgemental and they are empathic rather than sympathetic. Appropriate Empathy is a state of human interaction in which the Counselor enters and understands the client's perspective, whilst getting in touch with their thoughts and feelings. However, in this the Counselor remains rational in their understanding of the client's situation and reality. The Counselor communicates Empathy to the client as the basis of counseling. Whereas Counselor may also use challenging skills with the client, when particular and clearly harmful irrational statements or destructive patterns etc keep resurfacing. However any challenging must be congruent with the maintenance of therapeutic Rapport and Empathy because Empathy and Rapport provide the client with the warmth, comfort and safety needed to facilitate effective positive change.

- **Rapport-Establishment Skill**

The counselor should initiate the counseling process by establishing a rapport with the client. The counselor has several tasks to undertake in order to build a relationship with the client. The task includes articulating their roles as counselor to their client. The counselor should also introduce himself/herself by full names to the client and should also address the client by their names. An informed consent is important while establishing a relationship with the client as the client should understand the whole process of counseling and give assent to it. The core conditions required for a successful relationship building includes empathetic understanding, respect, immediacy, self-disclosure, concreteness, congruence and unconditional positive regard. Counselors must possess a strong set of interpersonal skills to help establish rapport quickly with clients and develop strong relationships. They must give their undivided attention to clients and be able to cultivate trust. Counselors need to be able to place all of their focus on what their clients are saying and avoid being distracted by their own personal problems or concerns when they are in a session.

- **Problem-Solving Skills**

It's not up to a counselor to solve her clients' problems, no matter how much she might want to help. But counselors must have excellent problem-solving skills to be able to help their clients identify and make changes to negative thought patterns and other harmful behaviors that might be contributing to their issues.

- **Interviewing/Asking Questions**

As a good counselor, you should ask open-ended questions as opposed to close-ended questions. You should also ask probing questions.

We have used three expressions i.e. close ended, open-ended and probing questions. Before we proceed to learn about the other skills, let's explain what they are.

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- **What is a closed ended question?**

A closed ended question is a question that invites a "Yes" or "No" response. For example, "Are you happy with the drug you are taking?" This is a bad question because it does not provide the client with an opportunity to express his or her feelings.

- **What is an open-ended question?**

An open-ended question is a question that leaves room for a patient/client to give a detailed and complete answer. For example, "tell me about your experience so far with the drug you are taking".

- **What is a probing question?**

A probing question is a question that asks for more details for example, "And what else can you tell me?" or "What happened after that?" "Is there anything else you would like to add?" And so on.

A good counselor asks open-ended questions and probing questions because they encourage the client to explore and express his/her feelings.

- **Reflecting Feelings**

By observing and listening, you can imagine how a client feels. You can then tell the client what you think. When a client gives a vague answer, you can point this out by saying "You seem not to be clear on this". This serves three purposes:

- The patient/client thinks about how he or she feels and why;
- The Counselor can find out whether the client is confused;
- If there is confusion you can clear it up through discussion.
- Giving Information and negotiating changes

After the client has told you his/her problem, you should give her/him relevant information and negotiate changes. You should use words that the client understands. Check whether the client understands you by asking him/her to repeat the information and instructions you have given. If the feedback shows that the /client did not understand the information or cannot remember, explain again.

- **Summarizing and Paraphrasing**

By re-stating in your own words what the client says, you show that you are listening and that you have understood what the patient/client has said. For example, "What you are saying is that you have no problem with the drug so far…"

It is important to develop skills in counseling so that you can effectively help your clients.

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- **Interpersonal Skills**

Counselors must possess a strong set of interpersonal skills to help establish rapport quickly with clients and develop strong relationships. They must give their undivided attention to clients and be able to cultivate trust. Counselors need to be able to place all of their focus on what their clients are saying and avoid being distracted by their own personal problems or concerns when they are in a session.

CONCLUSION

First and foremost, counselors need to be aware that no two people are alike.

No two people understand the same language in the same way; their understanding will always be linked to their personal experience of the world. The role of the counselor, therefore, is to help the client to develop their own understanding of their situation

They will enable the client to explore aspects of their life and feelings, by talking openly and freely. Talking like this is rarely possible with family or friends, who are likely to be emotionally involved and have opinions and biases that may affect the discussion. Talking to a counselor gives clients the opportunity to express difficult feelings such as anger, resentment, guilt and fear in a confidential environment.

The counselor may encourage the client to examine parts of their lives that they may have found difficult or impossible to face before. There may be some exploration of early childhood experiences to throw some light on why an individual reacts or responds in certain ways in given situations. This is often followed by considering ways in which the client may change such behaviors.

Good counseling should reduce the client's confusion, allowing them to make effective decisions leading to positive changes in their attitude and/or behavior. The ultimate aim of counseling is to enable the client to make their own choices, reach their own decisions and act upon them.

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UNIT - 3
PHASES IN THE COUNSELING PROCESS

Introduction

Counseling is the process by which a professional provide guidance and assistance meant to resolve psychological, social and personal difficulties. According to McLeod, the psychological therapy that the counselor provides to the client includes relationship therapy, cognitive behavioral therapy, and psychotherapy. The client should communicate the difficult feelings to the counselor and the counselor helps the client in finding their own solutions for the problem. The counseling process is a planned, structured dialogue between a counselor and a client. It is a cooperative process in which a trained professional helps a person called the client to identify sources of difficulties or concerns that he or she is experiencing

There are five stages of counseling process which includes the following.

3.1 ATTENDING PHASE IN COUNSELING

Before starting the counseling session, a counselor must build a strong counseling relationship with the client. In this level, the counselor must create a conducive and therapeutic environment; determine the initial goal of counseling and structuring the counseling relationship. The counselor should lay a foundation for trust. At the beginning of the counseling process, clients are not confident with themselves, the counselors and the impact of counseling process. Apart from that, there are clients who can't identify the exact problem they are facing. Due to these factors, the client is unable to communicate with the counselor openly. Therefore, it is the responsibility of the counselor to create an environment that builds trust, respect; honest and also an environment that makes the client feels secured.

In order to conduct an effective counseling session, physical setting is also essential. A counseling room should not be noisy or distracting. Certain features of a counseling office will improve its general appearance and probably facilitate counseling by not distracting the client. These features include soft lighting, quiet colours, and an absence of clutter, harmonious, comfortable furniture and diverse cultural artifacts.

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The counselor should take initiative to know some information about the client when the client comes to make appointment for a counseling session. He adds on by saying this is in order to build the initial relationship with the client. Therefore, it is important that the background information of the client to be gathered. Through this conversation, the counselor can assess if they are capable of handling and managing the client's problems and the client could also decide if they are comfortable with and trust the counselor before they can enter the relationship wholeheartedly. The counselor should use close ended question during the initial this stage as it is an effective way to gather information in such a short period. Furthermore, the counselor must bring the client to a comfort by showing that the counselor is genuine ready to provide help to the client and also display a non-threatening characteristic. During the pre-session, the counselors must clarify certain issues with the client.

Below are the important issues that should be discussed:

- The frequency with which they will meet
- The times they will meet
- When it is anticipated that the relationship will end
- Whether or not the two can talk confidentially

Clients must get the comfortableness to communicate with the counselor, feels accepted and that the client is understood in the right way. So, the counselors should communicate with the client with interest, understanding and respect the client's attitude, feelings and problems. He should give full attention to the client and consider the client as a respected and valued human being. In this stage, counselor should also listen actively, consider how the client feels and thinks about the problem and give response to the client. This involves showing facial expressions that displays the interest of the counselor to share the problem with the client, understand their feelings and to relate to the client's problem. Counselor should also be aware of his or her body posture and movement skill. For instance, the counselor needs to show a calm face posture, sit in the right position when counseling client, showing determination in responding to the clients and intonation that is soft and not threatening.

Definition: Smaby and Maddux suggest that 'attending is a form of social proofing, allowing the client (or the counselee) to assess if the person in front of them is ready and able to help them.'

Counseling begins with the Attending Phase. Being attentive means the counselor is giving the client their full focus, paying attention to what the client is saying, doing, the tone of voice used and body language.

Key aspects of attending

- Eye contact
- Body language

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- Gestures
- Facial expressions
- Tone of Voice

Attending is the first skill a trainee counselor learns. It is the base that other skills can be built on and used.

Good attending will show the client that they are respected and encourage them to talk about their thoughts and feelings.

It also shows they are being listened to and taken seriously.

There are several key elements in attending. These are

- **Eye Contact:** Looking directly at someone demonstrates they have your full attention and you are listening to them. Be thoughtful not to stare intently, as this can make a person feel uncomfortable. Just be natural and yourself. Be mindful that in some cultures eye contact can be seen as disrespectful.
- **Body language:** Be considerate of your posture. Being relaxed is a great way to invite someone to talk about themselves! Leaning slightly forward in the chair demonstrates that you are giving your full attention, actively listening to what your client is saying.
- **Gestures:** You communicate so much in your body movements. For example, sitting with your arms and legs crossed, hunched up, can give the impression that you have put a barrier up and are not listening or interested. Waving your arms about can also be very distracting.
- **Facial Expressions:** A good listener will be thoughtful of their facial expressions. Frowning or raising eyebrows can transmit revulsion or judgment which may shut the client down, while smiling at appropriate times demonstrates human warmth which helps build trust and develops rapport.
- **How you speak:** Attending is not all about listening; sometimes you may need to ask clarifying questions or paraphrase back what the client has said. When you respond, be thoughtful and precise in the words you use. Try to avoid any misunderstanding or confusion.

When using the skill of attending it is useful to remember: 'We have one mouth and two ears so we can listen twice as much as we speak'.

How to Attend

- To begin and maintain attendance in counseling, a counselor must first welcome the client warmly; making him/her feel comfortable in the counseling environment. This will make the client feel more relaxed about disclosing personal information about their emotions, feelings and thoughts.

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- By maintaining eye contact with the client, a counselor shows they value what the client has to say. Looking at the client, as they speak, also shows the counselor is respectful.
- A counselor should also be aware of the tone of their voice during the time in the client's presence. Slowing down speech will make the client feel more relaxed and less rushed. It will convey that the counselor has adequate time to listen to the client's problems and concerns.
- The counselor's facial expressions must also convey interest and comprehension.
- Tracking, or following the flow of what the client is saying, is a key skill that the counselor must also be confident demonstrating. Without the ability to do this, a counselor will not be able to provide the level of supportive service a counseling client requires.

"Attending is the base that other skills can be built on and used."

Failure to attend correctly may mean the client feels they are not being supported fully, and may not feel able to disclose or make progress.

Attending also means a counselor must pay attention to everything a client says and does.

This includes reading the client's body language and also taking into consideration all the silences and pauses in the conversation.

Actively listening not only conveys information, but also encourages the client to continue talking.

Why Attending Stage is Important

Smaby and Maddux state

"After all, counselees do not know you as well as your friends and acquain¬tances do. In early sessions, they will be 'sizing you up,' and they need proof that you are paying attention.

This proof is especially important because counselees have made themselves somewhat vulnerable by admitting that they need assistance. This vulnerability is very likely to produce some anxiety for counselees, and they need to be sure that they have your interest and support, which certainly cannot come unless you are paying attention to what they are telling you.

A client comes to meet a counselor in order to solve conflicts, problems or to seek for help to become a more effective person. Some clients are clear about the problems that there are facing and some will be in a blur situation not knowing the problem faced by themselves or the purpose of meeting a counselor. A client will express his or her problem to the counselor, however it is not necessary that this is the major problem faced by the client and the tendency to solve the problem may be weak, intermediate or high. Despite all these, the first thing that should be discussed is the goals to be achieved at the end of the

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counseling session. Nevertheless, the exact goals could only be determined after listening to the problems and making the client understand the actual problem he is facing.

A counseling relationship must be structured so that the client can clearly see the direction he or she leading to and understanding the counseling process. In the beginning, client will feel a bit difficult in understanding how the counseling process would help him or her. The counselor and client should agree on few issues before starting a counseling process.

Below are the issues that should be agreed beforehand

- **Understanding of counseling process –** Making the client understand the stages involved in counseling process and how counseling can help the client in solving the problem. Furthermore, the counselor should also explain the role of a counselor and counseling. A counselor must get as much information as needed, review it by taking into account the background of the client and values of counselor.
- **Clarification of matters that are involved in the counseling process** – The counselor must explain to the client on the appointment date and timing, the duration of the session, how frequent the meeting would be and lastly the duration for the whole process of counseling to end.
- **Confidentiality** – The counselor should also state that the issues discussed in the counseling session will remain confidential.

A counselor must show high ethical behavior during the counseling sessions. In the initial stages of counseling, the counselor should make clear of the confidentiality of the counseling sessions and the competencies of the counselor. This would lay a foundation for trust.

3.2 EXPLORATION PHASE IN COUNSELING

The exploration stage aims to help clients explore their thoughts and feelings. It involves helping clients understand the reasons for their thoughts and feelings, cultural considerations and a focus on what the individual client needs.

Counselor tries to gather information about the problem at hand and the background of the client. What the counselor hopes to accomplish in this stage is to basically build a relationship and trust with our client. Our goals as a counselor in the insight stage is to get our client to see themselves objectively, helping them see the pattern and why they respond to it in a certain way, and make discoveries about themselves. What we hope to accomplish is simply getting the client to the point where they see their problem, why it's a problem, and that they can change it.

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The counselor should initiate the counseling process by establishing a rapport with the client. The counselor has several tasks to undertake in order to build a relationship with the client. The task includes articulating their roles as counselor to their client. The counselor should also introduce himself/herself by full names to the client and should also address the client by their names. An informed consent is important while establishing a relationship with the client as the client should understand the whole process of counseling and give assent to it. The core conditions required for a successful relationship building includes empathetic understanding, respect, immediacy, self-disclosure, concreteness, congruence and unconditional positive regard.

Areas for Exploration

At this stage, the counselors should assist clients by paying attention on exploring, understanding, analyzing self perception and client's perception about the problem. To understand the client and his or her thoughts, counselor must first explore widely the scope of the client's problem in the real world. Besides that, the counselor should also understand how the clients think, the way he changes and also understand the extent to which it is difficult for him to make changes. The counselor must understand the inner strength of the client and how can the client get external power.

In this level, the counselors can assist client to change his or her awareness of the problem to a deeper awareness that shows the importance of counseling in solving the client's problems. The major function of a counselor at this stage is to understand the reasons the client seeking for counseling. To ease the process of exploring, the client must identify if the problem expressed by the client is the real problem that he or she is facing. In addition to that, the counselor also must identify the context and environment at the time and place the problem occurred. Counselor should also analyze if the problem is critical or not, how long has it been since the problem happened, assess the extent of the problem have involved other people, especially the closest person to the client and the impact of this problem on the closest people in the client's life, if it has made any changes.

This exploration process will be more effective and successful if the counselors listen actively, gives explanation to the issues raised, support and encourage the clients and also treat them as a valued person. The counselors should ask open ended questions during this process in order to gain more information and also the counselor must be aware that the client is not showing too much of dependency on the counselor. A counselor could actually probe information from the client by asking how the client solved previous problems that were similar to the problem that the client is facing presently. For an example, the counselor can obtain information such as the approaches the client attempt when trying to solve the previous problem, has the client discussed previously regarding his problem with someone that is close to find solution, changing his or her environment, trying new approach and etc.

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This exploration process can make the client's refusal in addressing the problem, or difficulties that the client experienced through the process of solving the problem. In this exploration stage, counselor finds ways or temporary solutions or tentative plans or strategies to help clients at the next level.

Exploration is a critical stage where the counselor does his best to fully gather and understand all relevant information about the client such as lifestyle, family history, and personal perception of life issues and how he or she copes up with problems is aimed at helping the counselor arrive at the best process of transforming the client.

- Some of the areas which need to be explored are:
- What is the nature of the client's educational situation?
- What are the special characteristics about the client? E.g. age, physical, cultural, etc. family history: information about father and mother: age, occupation, personalities, roles, relationship with client
- Siblings: age, present life and relationship with client
- Family stability: jobs held, family moves and reasons.
- Personal history
- Medical history: illness, injury
- Education history: academic performance, extra-curricular activities, hobbies and interests, relationships with peers
- Career: jobs held, types of jobs, relationships with colleagues and fellow workers client's personal goals in life description of the client during the interview
- Physical appearance : posture, dress, gestures, facial expression
- What is the problem presented by the client?
- Here, the counselor tries to gather specific details regarding the nature and content of the problem presented by the client as well as other problems that may have been mentioned during the earlier and subsequent sessions. Usually, a person will seek counseling because of a problem and during the counseling sessions something else might be revealed. Hence, it is important to have more than one session with the client to determine more specifically the problem encountered.
- How long has the problem existed?
- How does the problem manifest itself?
- Feelings associated with the problem (e.g. anger, fear)
- Thinking associated with the problem (i.e. the client's beliefs, perceptions)
- Behaviors associated with the problem (e.g. rude, insults, avoids being in a crowd)

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- Physiological complaints associated with the problem (e.g. stomach aches, unable to sleep)
- Interpersonal effects (e.g. quarrels with family members, keeps to himself, bullies classmates)
- What is the pattern of events or behavior - is it predictable?
- Client's current life style
- How does the client spend a typical day?
- What social, religious and recreational activities are the client involved in?
- How client related to counselor in the session?
- Client's warmth, readiness, motivation, passivity, etc.
- Were the client's remarks logical?
- Connection between problem stated by the client and other information collected.
- Should the client be assigned to a particular counselor?
- Are the goals for counseling stated by the client realistic?
- How much counseling might be required?

Exploring skills include

- Open-ended questions
- Silence
- Focusing
- Empathy
- Paraphrasing & Reflecting
- Summarizing

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3.3 UNDERSTANDING /PROBLEM ANALYSIS PHASE

Assessment and diagnosis represent the next stage of the counseling process. The assessment and diagnosis stage is when the counselor gathers the information from the patient in order to understand his/her problem and reasons for undertaking the counseling. The counselor should help the client to communicate their problems rather than suggesting solutions for them. The problems of the client being counseled can be categorized into several divisions that include:

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- Stressors which are unpleasant events that cause a person to experience distraction and distress.
- The second problem may be a need where the client may be lacking something that is very vital for life and hence becomes disturbed.
- The third problem may be life conditions which are the conditions that are out of control of the client which limit his success for happiness.
- The fourth problem may be dysfunctional social patterns in which the client experiences problems in relating with some people but get along well with other people.

The counselor should, therefore, look forward to understanding the client problem in order to set the necessary goals and interventions meant to alleviate the client problem. The cause of the client problems may be relationship based, behavioral based, milieu based, emotion based and thought based. The counselor should be observant to the client in order to detect any signs of manifestation of their problems. The client manifests their problems through worries, fear, feelings and an unsatisfactory interpersonal relationship among others.

Many times the only way to solve a problem is to get to the root of it. This involves figuring out when it started, how it started and why it still continues to be a problem. The counselor can assist the client in solving the roots of their problems which will then eliminate the symptoms attached to them. A good counselor can help change your personal problem from the roots on up.This requires time and patience on the part of the person seeking help.

Understanding skills include

- Recognizing Patterns
- Self-disclosure
- Immediacy
- Challenging
- Timing & Pacing
- Advanced empathy

3.4 ACTION PHASE

The purpose of this phase is to help facilitate the client in developing a more in-depth and objective understanding of their situation. This stage is enacted as the Counselor assists the client in exploring options and possible goals. Counselor establishes what the client really wants and needs and the client is encouraged to consider new possibilities and perspectives, choosing ones that are realistic, consistent with their values and for which there are adequate incentives. The

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Counselor facilitates the client in developing rational decision-making based upon healthy data collection, analysis and action planning. In this state brain-storming, divergent thinking, a balance-sheet approach and force-field analysis may be used with the client in order to facilitate choices between different ways of dealing with situations and achieving goals. These techniques help the client to explore various options and strategies as well understand and work around blocking factors with facilitating factors. . Action is based on exploration and understanding gained by the client.

Formulation of Counseling Goals

Goals formulation is an important stage during the process of counseling. The setting of goals is vital in determining whether the counseling is working and when should be concluded. The general goals associated with counseling include a reduction in dysfunctional behaviors, reduction in emotional stress, and assistance in decision-making, development of potential and promotion of adaptation. The specific goals of counseling should be set immediately after understanding the client expectations and problems. The counselor has a role at this stage in guiding the client in setting the goals that aim towards alleviating the client distressing condition.

Help the Client to Develop Strategies/ Discussing alternatives

Once the feelings have been expressed, the next stage involves assisting the client to identify ways to deal with or cope with the problems. Not all problems can be sorted out and has a solution. However, the counselor has assisted the client to identify a situation that was unclear. The next thing is to draw out a plan to make the situation more lively and clear. The counselor helps to recognize the ability and resources and then discuss the alternatives if the problem could be solved.

Most counseling theorists agree that it is the client who should identify solutions to problems and this process can be encouraged by a 'brainstorming' session. He says that in brainstorming, the client is encouraged to think diversely about possible ways of resolving his or her present situation and nothing need to be excluded at this stage. The counselor must motivate and encourage the client to be creative and spontaneous as well as thoughtful, logical and sensible. The idea is to generate as many solutions as possible. Out of this usually comes an evident solution. There are few issues that should be given importance in this process. This process involves:

- Client is given the opportunity to make choices
- Set aside adverse and inappropriate alternatives
- The alternatives must be discussed and decided by both client and counselor
- Study the advantages and disadvantages of each alternative

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Out of the process of reaching an idea about how things might be resolved comes the need to identify a practical plan of action. A plan of action identifies a method and pathway for achieving a desired result. It specifies what the subordinate must do to reach agreed-upon goals set during the counseling session. The plan of action must be specific, showing the subordinate how to modify or maintain his or her behavior. It is helpful if this plan is committed to paper. However, some people prefer a more relaxed approach to such planning. The point is that the plan should be both reasonable and achievable.

Intervention and Problem-solving

Intervention and problem solving is the stage where the counselor and the client initiate a solution to the client problem. The solution to the problem is related to the assessed problem by the counselor and the formulated goals. The counselor should first ask the client on the solution they have tried for their problem but it has failed. The counselor is, therefore, able to design an alternative solution to the problem. The counselor should relate the client problem with the intervention the client will use. The problem that is related to how the client view on the life situation, the appropriate intervention would endeavor to bring cognitive changes to the client. The intervention for behavioral changes would be used if the client has a problem that is related to how he/she affects other people. The intervention to resolve emotional crises would be used to a client that experiences emotional problems. The identification of the client problem is, therefore, important in formulating the right intervention for the client.

Action Phase Skills include

- Assisting clients to take appropriate action by defining goals,
- Changing ways of relating and working through issues
- Using problem solving or decision making methods, while providing support and encouragement.
- Helping the client to cope with current problems and assist in the learning of new skills that will enable them to live more effectively in the future.
- Facilitating the client in finding ways of achieving their goals.
- Divergent Thinking
- Goal Setting
- Programme Choice
- Evaluate Knowledge of Resources
- Using Knowledge of How Behaviour is Changed
- Using Knowledge of How Useful Behaviour is Maintained
- Teaching skills
- Promoting Learning skills

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After helping the client to come up with as many strategies as they can, the Counselor then helps them to focus upon those that are viable in terms of client situation, needs, aspiration and resources. This process is designed to help the client move from the current situation to one that they would prefer. Transition experiences may make the client feel vulnerable therefore the process may often be built upon the taking of small comfortable steps as the client grows in confidence (but this must be based upon the needs of the client - some like big jumps). Realistic achievable planning and time-tabling are key to success and the Counselor is warm and supportive - helping the client look out and overcome obstacles, turning challenges into opportunities and inspiring the client to mobilize their personal, social and material resources (particularly helpful family members, friends and self-help networks etc).

The counselor should ask if the client understands and agrees with the proposed plan of action. This stage of counseling is carried out by the client almost independently of the counselor). In this stage, the action which was planned earlier will be implemented. The main task at this stage is to help clients solve problems and guide the client in order to function effectively. Clients need emotional support, encouragement and reinforcement of what they have newly learned. Change is very difficult for most people; it often brings with it a degree of anxiety and it is the counselor's function to help the client to deal with that anxiety.

In this stage, appropriate counseling approach must be used. The approach to be used must be based on a specific strategy that focuses on increasing the level of client's mental, welfare, the emotions, or even increase the level of client's potential to act with more appropriate behavior. If the counselor feels that his client needs help to get factual information or clients need help to make a decision, or the client shows the thinking process that is not reasonable, then the emphasis in counseling should be given to the cognitive emphasis .The duration of the implementation of the actions should also be determined at this stage.

In addition to that, a leader always benefits from documenting the main points of a counseling session, even the informal ones. Documentation serves as a ready reference for the agreed-upon plan of action and helps the leader track the subordinate's accomplishments, improvements, personal preferences, or problems. A good record of counseling enables the leader to make proper recommendations for professional development, promotions, and evaluation reports.

3.5 TERMINATION AND FOLLOW UP

All that is good must come to an end. The counseling process is one that is deep and requires personal investment. If it has gone well, then there will be

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significant personal growth. Once the problems have been solved, hence, the counseling session can be terminated. Many fail to understand the importance of terminating the counseling relationship and ignore this stage in a counseling process. Termination should be planned because if the relationship is ended too soon, clients may lose the ground they gained in counseling and regress to earlier behaviors. He also added on that if termination is never addressed, clients can become dependent on counselor and fail to resolve difficulties and grow as persons.

The three main aspects that should be completed at this stage are stated below:

- The development of the client throughout the counseling sessions must be formulated and the effects must be evaluated.
- Other issues that must be resolved at this time must be presented.
- Ways to maintain the growth of the client must be analyzed after the termination of the counseling sessions.

Both the clients and counselors must be prepared for these endings. The clients must learn how to solve the problem by themselves so that they don't depend on their counselors when they face difficult life situations in future. However, not all issues can be solved by clients but if the goals which were agreed-upon at the beginning of the counseling session have been achieved, then the counseling session can be terminated. Nevertheless, the client can be given permission to contact the counselor again if needed. Once the termination is completed, it is helpful to conduct some type of follow-up within a year. The counselors can contact their clients to evaluate the client's performance and also to check if the problem has been solved completely.

Furthermore, with the client's presence, establish any follow-up measures necessary to support the successful implementation of the plan of action. Follow-up measures may include providing the subordinate with specific resources and time, periodic assessments of the plan, and additional referrals. If possible, schedule future meetings before dismissing the subordinate.

After implementing the first alternative, the client will discuss with the counselor if the goal has been achieved and the problem has been solved. If the problem has still not been solved, the counselor must suggest to the client to try to implement the other alternatives which was discussed in the previous stage. However, should the problem been solved after implementing the alternatives, the counselor can then continue to the next stage which is the termination of counseling session. If there is something occurring that is impeding personal growth, then the next step will be difficult. But regardless of the good or the bad, the end is inevitable.

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Defining Termination

'Termination is the final stage of counseling and marks the close of the relationship. Termination is the counselor and the client ending the therapeutic alliance. The termination stage can be as important as the initial stage in that it is the last interaction many clients will have with the counselor.'

If the termination leaves on a sour note, then the client may look back on the time as a waste of effort and resources. If the termination goes well, then this has a multiplying effect, as the former client sees that their time was well spent and this will be one more person who is helping reduce the stigma of mental health.

With termination, there may be some safety features put into place. Many counselors feel the need to check in with their clients after some time or have their clients check in with them. This is commonly referred to as a follow up and involves communicating with the client to ensure stability and well-being. It's no different than a doctor's office calling in and checking up on you.

If the relationship was not established or the client is afflicted by an issue that is beyond the skill of the counselor, then a referral is needed. A referral is a recommendation to the client to seek services from a suggested counselor familiar with the concern. A suggested counselor would be someone the current counselor knows can handle the issue.

Being able to recognize your own limits is a sign that you have developed a high level of insight and skill. If you think you can work with everyone about anything, you are likely going to do some harm.

Termination is the final stage of counseling and marks the close of the relationship. Termination is the counselor and the client ending the therapeutic alliance. ... If the relationship was not established or the client is afflicted by an issue that is beyond the skill of the counselor, then a referral is needed.

The counseling process does not end immediately after providing the interventions necessary to solve the client problem. The client should have appointments with the counselor so that the counselor can be able to access whether the client is in the process of solving the problem .The counselor should encourage the client to call if a need arises before the appointment date. The purpose of follow-up is to ensure that the counseling solves the client problem and identifying other needs for counseling before the counseling process is terminated. The termination of counseling should not be abrupt but procedures should be used which includes: evaluating the client readiness for termination, providing notice of termination in advance and discussing with the client on whether he/she is ready to terminate the counseling.

When any relationship ends, including a counseling relationship, there are many emotions that those individuals involved in the relationship may experience. The Termination Stage is the final stage of counseling, but is just as important as the initial phase of counseling. How you close your counseling

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relationship can have a significant impact on your client's view of his or her experience in counseling and the likelihood of their practicing what has been learned in counseling after sessions have concluded.

In some cases, the "end" of counseling is not always the end, and follow-up is deemed appropriate by the counselor and client to serve as a check to see if change has been maintained and to allow for clients to revisit old issues or work on new issues at a later date.

Natural Termination

The purpose of counseling is to make people better. A good counselor will know when a person is better and ready to move on. The client does not need to be 100% better, since no one ever really is.

There is no absolute rule on time with the natural termination - it happens when the client and the therapist come to a consensus. The question of termination can be approached by the counselor, which is counselor-initiated termination. This would likely be done when the counselor feels the client no longer has sufficient reason to stay in counseling. It should never been done spur of the moment, and adequate time should be given to ensure open discussion.

Evaluation of the therapy process is also important. It can take place at the end of each session as a summarization, whenever appropriate. It helps the client understand what ground they have gone over, helps them perceive progress they have made and inspires them with understanding on how they want to move forward.

CONCLUSION

Counseling is a growing process and it changes from one level to another level. In counseling, there must be a beginning, advance to another level and must have an end. According to some scholars and theorist, there are no fixed stages in the counseling process. For instance some counselors like Gerald Egan state that there are three stages to explain the counseling process, whereby other counselors like Mizan Adiliah explain the counseling process in seven stages. However, they have similar opinion among them from the aspect that counseling moves towards a direction in a proper order at each level. They also agreed that 'building relationship stage' is present throughout the counseling process at all levels.

Sometimes when counselors are at a level and handling a theme for the discussion, some elements from the other levels also present at the same level. As said above, building relationship happens at all levels. Therefore, it is clearly seen that each level of counseling process doesn't happen independently but it is continuous and sometimes elements from other level also overlaps. The duration to complete each level depends on the counselor himself.

As each level in the counseling should be developed from the beginning to the end, the theme of discussion at every level must be completed satisfactorily

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before moving to the next level of counseling process. If the discussion in the early stage of counseling is not satisfactory or incomplete, it will complicate the counseling process and the other levels won't go on smoothly. In means that if the discussion at each stage is more streamlined and complete, the more successful the outcome of counseling process will be. Another thing that should be borne in mind by the counselor when discussing the themes at specific stages is that the counselor can change or direct the focus of discussion to any other stages to help stimulate the ongoing discussion. In addition to that, the counselors could also review the thoughts and feelings of the client, whether the client is consistent or not.

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UNIT - 4
TECHNIQUES AND MODELS OF COUNSELING

INTRODUCTION

A model of counseling may or may not stem from a psychological theory. It is actually based on an experiential understanding or revelation. It is seen as a particular process to get to a particular goal. Whether the process is explained one way or another is not really needed. It is possible that any theory might get in the way of that process as it prejudges the process, beliefs and expectations of the participants, of both the client and counselor.

There are many different techniques that counselors can use with their clients.

Let's take a look at some of the techniques that we feel to be most effective during a counseling session:

4.1 DIRECTIVE COUNSELING

In this counseling the counselor plays an active role as it is regarded as a means of helping people how to learn to solve their own problems. .A major goal is to replace the emotional behavior of the individual with deliberately rationale behavior .This type of counseling is also known as counselor-centered counseling. Because in this type of counseling the counselor does everything by himself. Attention is focused upon a particular problem and possibilities for its solution. The counselor tries to direct the thinking of the counselee or client by informing, explaining, interpreting and advising him.

Features of Directive Counseling

Under this process the counselor plans the counseling process, his work is to analyze the problem, identify the triggers responsible for a particular action or behaviour, identify the exact nature of the problem and provide various options.

Williamson was a great profounder of this kind of approach as he stated that this approach is good to address the problems relating to educational and vocational adjustment. This type of counseling is a concept, where educational and vocational guidance relate to the personality dynamics and interpersonal relationship. Directive counseling is more useful where the individual wants

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information and advice for choice of a career. This approach does not focus its attention on personality development as such.

Steps of Directive counseling

Williamson has given six steps which are followed by the counselor:

1) **Analysis :**It includes collection of information about the individual which can be collected through structured interviews, psychological case history methods, Interaction with family members, friends, etc.

2) **Synthesis:** After collection of lot data the information is organized in the logical manner to analyze the individual in terms of his qualifications, assets, potentials, liability adjustment, cultural background, habits etc.

3) **Diagnosis :**The diagnosis consists of the interpretation of the data in relation to the nature and problem, the causes of problems.

4) **Prognosis:** Under this step a prediction is made about the future development of the problem.

5) **Counseling:** The counseling here is to bring about adjustment and re-adjustment to the individual in relation to his problem. Attitudes and interest of the individual are considered during the counseling. It emphasis the individual to develop life cycle where an effort in the positive direction could lead to success and success in turn could lead to further efforts and motivations.

6) **Follow -up:** The sixth step in directive counseling is follow up which is extremely important. An individual may be able to solve immediate problems through counseling but new problems may occur or the original problem may re-occur. Follow-up with the client is extremely necessary. The role of counselor is important as he has to make the individual understand and accept his strength and also his weakness and faults.

That technique is considered as a most economic approach and important for student counseling because it is less time consuming and student who lack experience are easily influenced by the counselor's experience and specialize knowledge. The students feel that the counselor has superior knowledge and therefore a professional relation takes place. The relation is the base of this kind of approach. A submissive and highly emotionalized counseling of student can cultivate self-confidence in the individual. A relationship is based on dignity to help the student to reach his goal.

Basic Assumptions of Directive Counseling

The following can be the basic assumptions of directive counseling-

a) **Competency in giving Advice-:** The counselor posses the best training experience and information. He is more competent to provide an

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advice to problem.

b) **Counseling as an intellectual process -:** A client's intellectual is not destroyed as a result of mal-adjustment. Hence counseling is primarily an intellectual process .It stresses upon the intellectual aspects of a person instead of emotional aspects of the personality.

c) **Counseling objectives as problem solving situation-:** The objectives of counseling are achieved through problem solving situation.

d) **Client's incapability of solving the process-:** The client does not always possess the capability for solving the problem.

Advantages of Directive counseling

1) This method is useful from the time consuming view- point .It saves time.
2) In this type of counseling, there is more focus on the problem and the person.
3) The counselor can look the client directly.
4) Counseling focuses more on the intellectual aspects of the person than emotional aspect of the personality.
5) In this process, the counselor becomes readily available to help which makes the client very happy.

Limitations of Directive counseling

1) In this process the client is more dependent. He is also less able to solve new problems of adjustment.
2) As the client is never independent of the counselor, it is not an efficient best guidance.
3) Unless and until a person does not develop some attitude through experiences, he cannot make any decision himself.
4) The counselor fails in serving the client to commit the mistakes in future

Role of the Counselor in Directive Counselling

The counselor plays the vital role in this counseling process. He is the pivot of the process and the leader of the situation. The counselor does most of the talking problems and individual is not the focus. The counselee in fact, works under the counselor and not with him. The counselor tries to direct the thinking of the counselee or client by informing, explaining, interpreting and sometimes advising also.

The counselor collects all possible information about the pupils or counselees and analyses them for an adequate understanding. He summarizes and organizes the data so as to understand the abilities and limitations, adjustment

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and mal-adjustment of the pupils. He formulates conclusions about the nature and causes of his problems. He predicts the future development of his problems.

He prescribes what the pupil should do to solve his problems and follows the consequences or effects of his prescription. Directive counseling is also called the prescriptive counseling because the counselor prescribes the solutions or the course of action for the pupils.

4.2 NON-DIRECTIVE COUNSELLING

In this type of counseling the counselee or client or pupil, not the counselor is the pivot of the counseling process. He plays an active role and this type of counseling is a growth -oriented process. In this type of counseling, the goal is the independence and integration of the client rather than the solution of the problem. In this counseling process the counselee comes to the counselor with a problem. The counselor establishes rapport with the counselee based on mutual trust, acceptance and understanding.

The counselee provides all information about his problems. The counselor assists him to analyze and synthesize, diagnose his difficulties, predict the future development of his problems, take a decision about the solution of his problems; and analyze the strengths and consequences of his solutions before taking a final decision. Since the counselee is given full freedom to talk about his problems and work out a solution, this technique is also called the "permissive" counseling.

Client's Perception of the Relationship

When a pupil seeks the counselor's help, he soon discovers that the counselor accepts him as he is and believes in his ability to solve his problem in his own way. He also learns that he can talk about whatever he chooses and sometimes he finds, even to his own surprise, that he can talk about topics which so far he couldn't discuss with his closest friends. Though previous experiences with counselors may have taught him that the counselor is a "giver of advice".

He now finds that he is talking with a person who tries to understand him, tries to follow what he is saying and feeling, tries to help him understand himself, and neither gives advice not attempts to manipulate him into making a decision which the counselor believes is best for him. He feels that the counselor understands why he sees the things differently at different times and he learns that if he wishes, he can terminate or avoid the relationship without solving the specific problem which is brought to the counselor.

Steps in Non-Directive Counselling

The following steps are adopted in this counseling process:

1. The pupil or individual comes for help as the counselee.

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2. The counselor defines the situation by indicating that he doesn't have the answer but he is able to provide a place and an atmosphere in which the client or pupil can think of the answers or solutions to his problems.
3. The counselor is friendly, interested and encourages free expression of feeling regarding the problem of the individual.
4. The counselor tries to understand the feeling of the individual or client.
5. The counselor accepts and recognizes the positive as well as the negative feelings.
6. The period of release or free expression is followed by a gradual development of insight.
7. As the client recognizes and accepts emotionally as well as intellectually his real attitudes and desires, he perceives the decisions that he must make and the possible courses of action open to him.
8. Positive steps towards the solution of the problem situation begin to occur.
9. A decreased need for help is felt and the client is the one who decides to end the contract.

ECLECTIC COUNSELING

Eclectic counseling is a combination of directive and non-directive technique depending upon the situational factors. This approach in counseling is best characterized by its freedom to the counselor to use whatever procedures or techniques seem to be the most appropriate to any particular time for any particular client. This counseling is one where one who is willing to utilize any procedures which hold promise even though their theoretical bases differed markedly.

This counseling recognizes that each theory may contain some truth and that so long as a final decision between theories can't be made practical necessity justifiably takes precedence over orthodoxy. The counselor in this counseling may start with directive technique but switches over to non-directive counseling if the situation requires. He may also start with the non-directive technique and switches over to directive techniques if the situation demands.

So the counselor in this counseling makes use of directive and non-directive counseling and also of any other type which may be considered useful for the purpose of modifying the ideas and attitudes of the counselee. Hence it is possible for the counselor to alternate between directive and non-directive techniques depending upon the requirements of the situation.

It can be said that directive and non-directive counseling are at the opposite ends of the pole of guidance. It is eclectic counseling that bridges the gap between the two and makes adjustment between directive and non-directive techniques.

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Features/Characteristics of Eclectic Counselling

This counseling has the following features or characteristics of it:

1. Methods of counseling may change from counselee to counselee/counselee or even with the same client from time to time.
2. Flexibility is the key note of this counseling.
3. Freedom of choice and expression is open to both, the counselor and the client.
4. The client and the philosophical framework are adjusted to serve the purposes of the relationship.
5. Experience of mutual confidence and faith in the relationship are basic.
6. Feelings of comfort are essential.

Competence of the Counselor in Eclectic Counselling

Eclectic counseling assumes high level competence and should never be used as a rationalization by the counselor for indiscriminate use or neglect of particular procedures advocated in other philosophies. The competent eclectic counselor is well acquainted with all other major theories of philosophies in counseling and uses this knowledge in choosing techniques and in the establishment of a positive working relationship with the client. A rejection of any philosophical framework is justified by the counselor if he had a better way to achieve the task in hand.

The counselor must be aware of the fact that problems differ from individual to individual. The counselee or the pupil must be accepted as he is and attempts be made to understand him. Each problem must be treated as unique. All pre-conceived notions of dealing with all the counselee's personal problems in the same way should be discarded. The task of the counselor is very difficult.

He has to shift and interpret all the matter that is available about the individual. The worker should take care in working with the pupils to be warm, co-ordinal, friendly, responsive and understanding but at the same time will be impersonal and objective. To be impersonal and objective, however he needs not to be cold, indifferent or not interested.

4.3 RATIONAL EMOTIVE BEHAVIOR THERAPY (REBT)

REBT is a form of psychotherapy that helps one identify self-defeating thoughts and feelings, challenge the rationality of those feelings, and replace them with healthier, more productive beliefs. REBT focuses mostly on the present time to help one understand how unhealthy thoughts and beliefs create emotional distress which, in turn, leads to unhealthy actions and behaviors that interfere with one's current life goals. Once identified and understood, negative thoughts

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and actions can be changed and replaced with more positive and productive behavior, allowing an individual to develop more successful personal and professional relationships.

REBT can help a person with negative emotions such as anxiety, depression, guilt, and extreme or inappropriate anger. This approach is also used to help change stressful and self-defeating behaviors, such as aggression, unhealthy eating, and procrastination that get in the way of an individual's quality of life and reaching one's goals.

How It Works

REBT evolved from the work of psychiatrist Albert Ellis in the mid-1950s as the original form of cognitive-behavioral therapy. Ellis believed that most people are not aware that many of their thoughts about themselves are irrational and negatively affect the way they behave in important relationships and situations. According to Ellis, it is these thoughts that lead people to suffer negative emotions and engage in self-destructive behavior. At the same time, humans are capable of challenging and changing their irrational beliefs, if they are willing to do the work. While specific life events may contribute to mental health issues, REBT therapists believe that it is an individual's own faulty and irrational belief system that causes the most problems. By letting go of negative thoughts and replacing them with positive beliefs, one is better able to accept one's self and others and, in turn, live a happier life.

What is Rational Emotive Behavior Therapy (REBT)

Created by Albert Ellis, REBT is a form of the very popular cognitive behavior therapy and has been dominating approaches to psychological treatment since the 1950s. You might be wondering what distinguishes REBT from other forms of psychotherapy techniques. In essence, Albert Ellis created it as a philosophy of living – its foundation is the belief that it is not the events in our lives that cause our emotions; rather it is our beliefs that cause us to experience emotions such as anger, depression, and anxiety. It is a mode to consider and change our irrational beliefs and has shown to have a favorable effect on reducing emotional pain.

REBT's ABC Theory: The Diagnostic Step

Based on Ellis' theory that individuals are blaming outward events on their negative emotions instead of their interpretation of the events, the ABC Model was proposed as:

A – Activating Event: an event that happens in the environment

B – Beliefs: the belief you have about the event that happened

C – Consequence: the emotional response to your belief

This model was developed to educate others of how beliefs are the cause of emotional and behavioral responses, and not that events cause our emotional reactions.

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Here's an example that will help you understand better:

A – Your spouse falsely accuses you of cheating on him/her

B – You believe "What a jerk! S/he has no right to accuse me of that!

C – You feel angry/upset

If you had a different belief (B), the emotional response (C) would be different:

A – Your spouse falsely accuses you of cheating on him/her

B – You believe, "This cannot end our relationship – that would be too much to bear if we got a divorce."

C – You feel anxious that your relationship might end

Here again, the ABC model is illustrating that it is not the event (A) that causes the emotional response, rather, it's the belief (B) about the event that causes the emotional response (C). Because people interpret and respond differently to events, we don't always have the same emotional response (C) to a given event.

The Three Musts of Irrational Thinking

The beliefs that end up in negative emotions are, according to Albert Ellis, a variation of three common irrational beliefs. Coined as the "Three Basic Musts," these three common irrational beliefs are based on a demand – about ourselves, others, or the environment.

They are:

1. I must do well and win others' approval or else I am no good.
2. Others must treat me fairly and kindly and in the same way I want them to treat me. If they do not treat me this way, they are not good people and deserve to be punished.
3. I must always get what I want, when I want it. Likewise, I must never get what I don't want. If I don't get what I want, I'm miserable.

If we don't realize "Must 1," we likely feel anxious, depressed, shameful, or guilty. If we are not treated fairly, as per "Must 2," we usually feel angry and may act violently. If we don't get what we want, per "Must 3," we may feel self-pity and procrastinate.

Disputing or Challenging the Irrational Beliefs and Changing our Behaviors

The second phase of REBT's healing process is the dispute or challenge phase. That is, in order to act and feel differently, we must dispute or challenge the irrational beliefs we experience. Essentially, what we are questioning is our irrational beliefs:

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- Who says if I don't win someone's approval I'm no good?
- Where is it written in the rule books that a boss always acts professionally and treats others fairly?
- Why do I have to be absolutely miserable if I don't get something I want? Why shouldn't I just feel slightly annoyed instead of downright miserable?

Once individuals undergoing REBT can work through the dispute or challenge of their irrational thoughts, they can move toward how to engage in more effective thoughts, feelings, and behaviors. Termed as an effective new philosophy on life, individuals in this phase start to recognize that there are no absolute "musts" – there is no evidence that suggests these "three musts" are the only way to think.

If you are undergoing this phase of REBT, you might start to re evaluate your responses:

- "I don't like how my boss acted, but I can stand it."
- "Instead of feeling enraged that my spouse accused me of cheating, I will feel annoyed and determined to make my marriage work."
- "I think I'll go to my exercise class after work – I think more clearly after engaging in physical exercise."

Three Major Insights of REBT

According to Albert Ellis, the following are the three major insights of Rational Emotive Behavior Therapy:

1. When individuals understand and accept that the main cause of emotional reactions are their beliefs about an event instead of the event itself. That is, we don't just get upset from an event. We upset ourselves because of our irrational beliefs.
2. When people acquire irrational beliefs, if they do not deal with them, they "hold" onto the beliefs and it's what continues to upset them in the present. That is, these individuals still wholeheartedly believe in the "three musts."
3. Ellis made it clear that understanding these insights does not make us inherently "better." That is, understanding these beliefs and having insights into how they affect our emotional responses is not enough to "cure" us. In reality, the best way to get better and stay better through REBT is to continually work on recognizing our irrational beliefs, disputing them, changing our irrational "musts," and transforming negative emotions into more positive ones. Simply put, the only way to get better is through the hard work of changing our beliefs. It takes time and practice.

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Acceptance

During Rational Emotive Behavior Therapy, individuals are taught about emotional health. If you are emotionally healthy, you experience an acceptance of reality, whether that reality is pleasant or unpleasant. Psychotherapists utilizing REBT teach their patients three forms of acceptance:

- **Unconditional Self-Acceptance –** I have flaws – I have my bad points and my good points, but that does not make me any less worthy than another person.

  Unconditional Other-Acceptance – Sometimes people won't treat me fairly – there is no reason why they have to treat me fairly.

- I am as worthy than any other person.
- Unconditional Life-Acceptance – Life is not always going to go the way I want. There's no reason why it must go the way I want. I might experience some unpleasant things in life, but life itself is never awful and it is usually always bearable.

How Does REBT Help

Rational emotive behavior therapy focuses on uncovering irrational beliefs which may lead to unhealthy negative emotions and replacing them with more productive rational alternatives.

If you undergo REBT, what can you expect? You will work through a variety of problems with your therapist and establish a number of goals of your therapy.

- The first step is understanding that a problem exists and having the willingness to change. REBT works to help the client challenge, dispute, and question negative emotions, behaviors, and thoughts.
- Once this is uncovered, the therapist will focus on helping you transform your more irrational beliefs into rational and self-constructive thoughts. It's not an easy process.
- As Ellis points out in his third insight – it's not enough to recognize an irrational belief; we must rigorously dispute these again and again and refocus on more positive, constructive beliefs. Change is not going to happen overnight.

Rational emotive behaviour therapy focuses on uncovering irrational beliefs which may lead to unhealthy negative emotions and replacing them with more productive rational alternatives.

Underlying Theory of Rational Emotive Behaviour Therapy

Rational emotive behaviour therapy ('REBT') views human beings as 'responsibly hedonistic' in the sense that they strive to remain alive and to achieve some degree of happiness. However, it also holds that humans are prone to

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adopting irrational beliefs and behaviours which stand in the way of their achieving their goals and purposes. Often, these irrational attitudes or philosophies take the form of extreme or dogmatic 'musts', 'shoulds', or 'oughts'; they contrast with rational and flexible desires, wishes, preferences and wants. The presence of extreme philosophies can make all the difference between healthy negative emotions (such as sadness or regret or concern) and unhealthy negative emotions (such as depression or guilt or anxiety). For example, one person's philosophy after experiencing a loss might take the form: "It is unfortunate that this loss has occurred, although there is no actual reason why it should not have occurred. It is sad that it has happened, but it is not awful, and I can continue to function." Another's might take the form: "This absolutely should not have happened, and it is horrific that it did. These circumstances are now intolerable, and I cannot continue to function." The first person's response is apt to lead to sadness, while the second person may be well on their way to depression. Most importantly of all, REBT maintains that individuals have it within their power to change their beliefs and philosophies profoundly, and thereby to change radically their state of psychological health.

In addition to the ABC framework, REBT also employs three primary insights:

1. While external events are of undoubted influence, psychological disturbance is largely a matter of personal choice in the sense that individuals consciously or unconsciously select both rational beliefs and irrational beliefs at (B) when negative events occur at (A)
2. Past history and present life conditions strongly affect the person, but they do not, in and of themselves, disturb the person; rather, it is the individual's responses which disturb them, and it is again a matter of individual choice whether to maintain the philosophies at (B) which cause disturbance.
3. Modifying the philosophies at (B) requires persistence and hard work, but it can be done.

Criticisms of Rational Emotive Behaviour Therapy

As one leading proponent of REBT has indicated, REBT is easy to practice poorly, and it is from this that one immediate criticism suggests itself from the perspective of someone who takes a philosophical approach to life anyway: inelegant REBT could be profoundly irritating! The kind of conceptual disputing favoured by REBT could easily meander off track into minutiae relatively far removed from the client's central concern, and the mental gymnastics required to keep client and therapist on the same track could easily eat up time better spent on more productive activities. The counselor's and client's estimations of relative importance could diverge rather profoundly, particularly if the client's outlook really does embody significant irrationalities. Having said all that, each of the preceding sentences includes the qualifier 'could', and with a great deal of skill, each pitfall undoubtedly could be avoided.

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Perhaps more importantly, it would appear that the need to match therapeutic approach with client preference is even more pressing with REBT than with many others. In other words, it seems very important to adopt the REBT approach only with clients who truly are suitable, as it otherwise risks being strongly counter-productive. On this point, however, it is crucial to realize that some clients specifically do appreciate exactly this kind of approach, and counselors who are unable or unwilling to provide the disputation required are probably not right for those clients.

REBT is much less empirically supported than some other approaches: the requisite studies simply have not been completed yet, and the relevant data points for determining the best match with clients are therefore thin on the ground. However, one may envision clients responding particularly well who are both willing and able to conceptualize their problems within the ABC framework, and who are committed to active participation in the process of identifying and changing irrational beliefs (including performing homework assignments in support of the latter). Clients will also need to be able to work collaboratively with a counselor who will challenge and dispute with them directly, and a scientific and at least somewhat logical outlook would seem a pre-requisite. REBT would be less suitable for clients who do not meet one or more of the above. And as hinted above in the section on criticisms, one might also speculate that clients who are already highly skilled in philosophical engagement could find the approach less useful

4.4 TRANSACTIONAL ANALYSIS

Transactional analysis (TA) is a widely recognized form of modern psychology, and one of the most accessible theories of psychology at that. In simple terms, TA is designed to promote personal growth and change. It is considered a fundamental therapy for well-being and for helping individuals to reach their full potential in all aspects of life.

Founded by Eric Berne in the late 1950s, TA therapy is based on the theory that each person has three ego-states: parent, adult and child. These are used along with other key transactional analysis concepts, tools and models to analyze how individuals communicate and to identify what interaction is needed for a better outcome.

Throughout therapy, the TA therapist will work directly on problem-solving behaviours, whilst helping clients to develop day-to-day tools for finding constructive, creative solutions. The ultimate goal is to ensure clients regain absolute autonomy over their lives. Eric Berne defines this autonomy as the recovery of three vital human capacities - spontaneity, awareness and intimacy. Transactional analysis (TA) is a widely recognized form of modern psychology, and one of the most accessible theories of psychology at that. In simple terms,

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TA is designed to promote personal growth and change. It is considered a fundamental therapy for well-being and for helping individuals to reach their full potential in all aspects of life.

Key Concepts of Transactional Analysis

Below is an exploration of some of the key concepts of transactional analysis that a therapist will use in their work:

- **Ego-states**

Ego-states refer to the three major parts of an individual's personality, and they each reflect an entire system of thought, feeling and behavior. Berne stated that an ego state is a way of us experiencing the world. It's a way of understanding how we relate to ourselves and others. There are three ego states, Parent, Adult and Child.

These ego-states are

Parent Ego State - Rooted in the past; a set of thoughts, feelings and behaviours learnt from our parents and other important people. This part of our personality can be supportive or critical. When we are in Parent ego state we think, feel and behave as our real parents or caregivers did when we were children

Adult Ego State

- Rooted in the present; relates to direct responses in the 'here and now' that are not influenced by our past. This tends to be the most rational part of our personality. The Adult ego state deals with the here and now reality. It is the processing centre and important because it the only ego state that is not connected to the past.

Child Ego State- The Child ego state plays back thoughts, feelings and behaviours that we experienced as a child. Rooted in the past; a set of thoughts, feelings and behaviours learnt from our childhood. These can be free and natural or strongly adapted to parental influences.

Out of the three ego states we could be in two of them are rooted in the past. This can spell trouble in our relationships.

Our ego-states determine how we express ourselves as individuals, interact with each other and form relationships. The simplicity of the terminology used in TA makes the model very accessible.

- **Unconscious scripts**

Script is a central part of Transactional analysis theory. Script can be seen as a well defined course of action that we decide on as a child. The theory states that we experience the world and make decisions about how we need to be in order to survive in it. We can carry on with decisions throughout our life even though we made them at an early age. An example of this might be the decision

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made by lots of boys early on in life that it's not safe to cry and show emotions. This is reinforced by parental figures and other caregivers. As a result many men find it difficult to connect with their emotions as adults.

TA therapists recognize that we all have the potential to live the life we want, rather than the life we are programmed to live. Sometimes, however, this potential is hindered by repetitive patterns or 'unconscious scripts' that stem from childhood decisions and teachings.

TA therapists use script theory to identify these unconscious scripts. These will be analyzed using the ego-state model, and their identification is crucial to helping clients realize how certain permissions and prohibitions they received as a child are impacting their lives and how they communicate.

These unconscious scripts often exist as repetitive patterns of behaviour, thoughts and feelings - characteristics that suggest the child ego-state is overbearing and tainting other parts of an individual's personality.

- **Strokes**

A stroke is a "unit of recognition". Berne said that we are all desperately seeking strokes from others and a lot of what we do is in order to be stroked. There are different ways of getting strokes. Strokes can be positive, negative, conditional ("when you buy me presents I think you're so kind") or unconditional ("you're stupid"). The only thing worse than a negative stroke is no stroke at all – we all have a desperate need to be seen by others. Strokes refer to compliments, acceptance and recognition, which are influential in how people lead their lives. TA therapy recognizes that we are greatly motivated by the reinforcement we get as children, and if this was dysfunctional, we are likely to adopt dysfunctional patterns of living as we get older.

- **Intimacy**

Another motivation recognized in transactional analysis is intimacy. Similarly to strokes, if the intimacy a child experiences is dysfunctional, it can lead to problems. Children may learn that this type of intimacy is the best that he or she can do to meet basic needs and communicate with others. This can lead to the development of repetitive patterns of behaviour that can hinder a person's potential.

- **Re-decision**

This refers to an individual's capacity to're-decide' and make changes to certain decisions that were made as a child - those stemming from unconscious scripts. Re-decision reflects the assumption of TA therapy that individuals have the potential to lead their lives as they choose. This power is released after a re-decision is made while a client is in their child-ego state.

Ultimately, therapists will encourage clients to challenge their current beliefs and the way he or she uses their life script. This will help them to better

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understand the direction and patterns of their life for themselves, and this awareness can help them to make the decision to change their behaviour.

- **Transactions**

When individuals communicate, their ego-states interact to create transactions. If the ego-states interact and blend in a healthy way, transactions tend to be healthier. But, sometimes ego-states can contaminate each other to create a distorted view of the world.

Transactional Analysis – How We Communicate.

A transaction is an exchange of strokes. A central belief of transactional analysis is that we made the decision in the first place so we have the power to change it. There is always hope that we can do things differently once our script is brought into awareness

The goal of transactional analysis is autonomy, which is defined as awareness, spontaneity, and the capacity for intimacy. In achieving autonomy people have the capacity to make new decisions (re-decide), thereby empowering themselves and altering the course of their lives.

Throughout therapy, the TA therapist will work directly on problem-solving behaviours, whilst helping clients to develop day-to-day tools for finding constructive, creative solutions. The ultimate goal is to ensure clients regain absolute autonomy over their lives. Eric Berne defines this autonomy as the recovery of three vital human capacities - spontaneity, awareness and intimacy.

How Does Transactional Analysis Work?

Transactional analysis is a talking therapy and sessions are designed to explore an individual's personality and how this has been shaped by experience - particularly those stemming from childhood. This is achieved through skilful questioning and the utilization of various models, techniques and tools.

Sessions can be carried out in the form of one-on-one counseling, or with families, couples or groups. And, although it is commonly recognized as a brief and solution-focused approach, transactional analysis can also be applied as an effective long-term, in-depth therapy.

In counseling, TA therapy is very versatile, for it can be used in a wide range of areas and incorporates key themes from humanistic, integrative and psychoanalytical and psychodynamic therapies.

The atmosphere that supports transactional analysis is non-judgemental, secure and respectful, ensuring that a positive relationship is forged between the therapist and client(s) in order to provide a model for subsequent relationships and communication that are developed outside of therapy.

In this setting, the therapist works collaboratively with the individual. Together, they will identify what has gone wrong in the client's communication and provide opportunities for them to change repetitive patterns that limit their potential.

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This forms the very basics of transactional analysis theory.

Benefits of Transactional Analysis Psychotherapy

- It can increase self-awareness.
- It promotes personal reflection.
- It helps people find more effective ways to communicate.
- It can help eliminate unhelpful thoughts, feelings, and actions.
- It can help people take responsibility for their thoughts and actions.

Essentially transactional analysis can be used in any field where there is a need for understanding of individuals, communication and relationships. As a result, it is particularly useful where there are issues of conflict, confusion or where something is lacking. Relationship issues - between families, friends and couples - tend to benefit greatly, as TA encourages clients to address problems that have built up over time.

Many people find TA therapy appealing as it promotes an equal relationship between client and therapist, in which the client is encouraged to focus on their commitment to change. Berne believed everyone has the capacity to decide what they want for their lives, and the therapy helps clients to recognize their worth and value in order to go about achieving these goals.

CONCLUSION

All of counseling is a process. What may not be appreciated is that the process is quite different for different models of counseling. Different models have different end results in mind. When talking about a client to a psychologist it is necessary to be able to use the language of psychologists, i.e. theories. When talking about a client to a fellow counselor it is necessary to be able to justify the evolving process by inclusion within a particular model. A counselor will obviously have a favorite model or models, but a proficient counselor should be able to use most models competently. Most counsellors tend to use a combination of models and tools called an 'Integrative' model. Such an integrative model will be different for different counsellors but will have an essential or core model as its basis.

It is the mark of a good counsellor to be able to see whether the process is heading in the right direction and have the grace to change if necessary. Depending upon competence within a model and the client's particular need, it is up to the counsellor to decide as to which model he or she thinks is most

For all models of counselling the core requirements of the counsellor are genuineness, empathy and acceptance. So the buzz words might be congruence, rapport or non-judgemental attitude and compassion.

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UNIT - 5
COUNSELING IN VARIOUS SETTINGS-I

INTRODUCTION

Social workers are one among the many professionals engaged in counseling individuals with emotional and other problems. Besides social workers, other professionals providing counseling services include the psychiatrists, psychologists, psychoanalysts, nursing personnel religious leaders, teachers and other volunteers. Counseling is one of the major tasks of social workers engaged in helping people. Through direct counseling or referral to other services, social workers help people solve a range of personal problems. Counselling and social work are closely connected. Social workers help people by counseling them to cope with issues in their everyday lives, deal with their relationships, and solve personal and family problems. Some social workers provide counseling to clients who face a disability or a life-threatening disease or a social problem, such as unemployment, cancer, HIV/AIDS or substance abuse. Social workers also counsel families that have serious domestic conflicts, sometimes involving child or spousal abuse. Many social workers specialize in serving a particular population or work in a specific setting. They get many opportunities for engaging in their field of practice. Some of the agencies where social workers engage themselves in counseling can be listed as follows:

- Social Welfare Departments – Family Counseling Centers, Children's Home, Family And Child Welfare Agencies
- Schools And Colleges – Government And Private
- Child And Adolescent Guidance Centers
- Hospitals And Health Services – Government, Private And Voluntary Organizations
- Homes for the Aged
- Agencies for the Physically and Mentally Challenged
- Homes for the Terminally Ill – Hospice
- Agencies working for HIV/AIDS Prevention and Rehabilitation
- Drug De-Addiction and Rehabilitation Centres
- Mental Health Projects and Rehabilitation Centres
- Youth Welfare Agencies
- Centres for Suicide Prevention

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In order to get a better idea, let's discuss the scope of counseling in some of the fields of practice by social workers.

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5.1 SCHOOL COUNSELING

What is School Counseling?

In schools, social workers often serve as the link between students, parents and the school. They work with students, parents, guardians, teachers, and other school officials to ensure students reach their academic and personal potential. In addition, they address problems such as misbehavior, truancy, absenteeism, late coming, under achievement, etc. and provide counseling services to students, parents and teachers on how to cope with difficult situations.

The school counseling role comprises much more than simply handing out class schedules, dealing with disciplinary problems, and helping students apply to college. An academically focused form of counseling, in this position, the counselor provides enrolled or prospective students with support, guidance, and follow-up with academic stressors, as well as with emotional or relationship issues that may develop during the student's academic career.

School counselors typically use a combination of therapeutic models to support the student body, including:

- Small-group counseling
- Individual counseling
- Core curriculum lessons regarding issues addressed in counseling

The exact job description of the school counselor changes from day to day, depending upon the needs of the students. The school counselor assists with administrative duties such as student academic planning, course scheduling, and applying for colleges. In addition, the counselor is responsible for multiple tasks:

- Counseling students in crisis
- Helping students deal with emotional issues such as performance and testing anxiety
- Analyzing school data to help administrators better understand student needs
- Interpreting achievement, cognitive, aptitude, and achievement tests
- Suggesting appropriate school attire
- Advocating for the students

Student counselors help ensure that today's students become the productive, mature, well-adjusted adults of tomorrow.

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Importance of Counseling in Education

The subject of counseling has gained great importance in recent years. In many schools well- planned efforts are made to provide assistance to individual boys and girls in deciding upon their future careers and education, and other personal problems. Counseling helps learners to improve their academic performance.

Counseling is important in schools and colleges in the following ways:

- Counseling helps young people to pursue the right type of education. Whenever any learner is confused between two career options, vocational guidance can help to make a choice. In this way, the individual is motivated.
- Sometimes learners get confused while managing their time properly. Counseling helps learner to organize their leisure hours.
- Counseling assists individuals to make informed decisions about their education. Individuals have to know the choices that are available in subjects, curricula, schools or colleges to determine what exactly they want to pursue. They have to know subject combinations or options, what the subject involves in the classroom, available courses and what are the future prospects of following a particular course, available schools and colleges that offer the desired programmes, admission requirements and educational opportunities.
- It facilitates the smooth transition for students from home to school, from primary to secondary school, from secondary to higher educational institutions and to the world of work. The final transition from the educational system to the labor force appears to be most important and challenging for students.
- It helps students to cope with examination anxiety. The fear of failure and a craving for high grades are major stress factors among students nowadays. Handling this pressure becomes difficult for children. Counseling helps learners to overcome this fear and achieve good marks.
- It helps students to develop effective study habits. They are guided to improve their competence in reading, note-taking and academic achievement.
- They can be informed about the methods of learning that suits them. They are guided on how to use different methods for improving their academic performance.
- School Counseling provides students with meaningful educational experiences. Students are able to correlate the curriculum to occupations. The Counselor needs to give special attention to females as they often find themselves in conflicting situations if they do not follow gender stereotypes in selecting the subjects they study.

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- Sometimes personal problems of a learner may hinder the learning process. Fights between parents and peer pressure are some of the reasons that hamper learning. Counseling may be provided on how to tackle these situations and concentrate on academics.
- During puberty, learners often tend to get distracted. Peers influence each other greatly at this stage. They may get addicted to bad habits. Counseling becomes very important in such situations to bring learners back on to the correct path.

The School Counseling Environment

School counselors hold a fundamental position within the academic setting. School counselors have offices in the school, typically in a centralized location that students can easily locate when they need support. School counseling offices often include several smaller offices: individual spaces so the counselor can meet with students one-on-one and larger rooms in which they conduct small-group meetings, including the student's family, when necessary.

Additionally, the counseling environment must be a secure space, a "harbor" where the students can feel as if they can trust the counselor and confide their concerns about their home lives, as well as about their struggles and successes in the classroom. A strong school counseling center is a positive, encouraging, safe space, and it is the school counselor's responsibility to create this sort of atmosphere for the students.

Historical Background of School Counseling

School counseling is an evolving profession, one that, just within the last two or three decades, has shifted rhetorically as well as pragmatically. The counseling center within the school was once referred to as the "school guidance office," and the counselors who worked in that office were referred to as "guidance counselors." While these appellations still exist in some contexts, the counselors have shifted from simply a guidance counselor role; instead, now, they are called "school counselors," and their duties have expanded as well.

Today, school counselor's responsibilities encompass much more than those of the traditional guidance counselor. Many former students may remember their guidance counselor as someone who helped with scheduling and college application issues, processed a class change, or counseled them when they were tardy or absent. The job of the guidance counselor was largely administrative, and, before the advent of computers, the counselor typically organized student records using note cards and steel filing cabinets.

This position didn't leave much time or space for student/counselor personal relationships. Unless students needed a change of class or a letter of recommendation, they could complete their entire academic careers without once meeting the school's guidance counselor.

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Today's school counselor performs a different role. Still in charge of scheduling and guidance for college acceptance, the school counselor is an active participant in the climate and culture of the school, also acting as a resource and contact point for students in need of emotional support or behavioral guidance. The school counselor's position involves taking disciplinary actions, dealing with crisis situations, and even stepping into the classroom as needed to lead group-discussions on study habits, time management, and other organizational skills.

In short, the school counselor is a mental health counselor positioned to act as a beacon of support and guidance to the student body in any capacity at any given time. The role is important, and it goes far beyond simply scheduling and completing paperwork. A skilled school counselor seamlessly switches back and forth between tasks, interacts with students in a genuine manner, and works as part of a larger team to contribute to the school's success.

Guiding Principles of School Counseling

- The school counselor provides services to all the students enrolled at the academic institution, regardless of economic status, religion, race, or other demographic factors.

These services include providing academic guidance, helping with college and career preparation, giving emotional support, engaging in the student's social development, and organizing, among myriad other responsibilities.

- The school counselor's typical everyday tasks include interacting with students and offering direct service and support to the student body in any capacity necessary. While doing so, school counselors must adhere to mental health counseling professional principles and provide a positive and healing environment that is supportive of the student body.
- A school counselor's abiding primary principle is confidentiality, especially when building rapport with members of the student body and the instructional team. In many settings, the school counselor works with students who are under the age of 18, which means that the counselor must be aware of the parameters of parental involvement and understand expectations in student-parent relationships.

The Role of School Counselors: What Does a School Counselor Do?

The answer to this question depends on the day of the week, the time period in the semester, and the student who requires assistance. On some days, the school counselor confers with administrators to determine course offerings and scheduling solutions for the student body. Other days, the school counselor meets with students and parents, distributing materials and describing expectations. Other days, the school counselor conducts sessions with students, helping them work through an emotional crisis; a social relationship; a behavioral problem; an anxiety attack; depression or suicidal thoughts; or even helping them develop better time management and organization skills.

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The responsibilities of a school counselor include:

- Academic planning
- Providing student counseling relative to:
  - o attendance and excessive absences
  - o academic concerns
  - o career and college readiness
- Identifying student needs and working with administrators to meet those needs
- Advocating for students at Individual Educational Plan (IEP) meetings
- Consulting with teachers as to effective classroom management practices

What is a School Counseling Programme

School Counselors provide comprehensive programmes and services that help students develop their personal, social, and work lives. School Counselors involve parents, teachers, other school personnel, and members of the community in assisting students' development into effective members of the community. More specifically, School Counselors use the guidance curriculum and individual and small-group counseling to help students develop aptitudes such as:

- Skills in communicating, cooperating, and resolving conflict
- The ability to engage in behaviours that foster good physical and mental health and to avoid behaviours that detract from good physical and mental health
- Skills in planning and making decisions, resulting in higher self-efficacy and a sense of personal responsibility
- An awareness of resources about educational and vocational opportunities and ways to access those resources
- Positive attitudes toward one's self, as both a student and a potential worker
- An awareness of and appreciation for both genders and the contributions of cultural diversity in society
- A comprehensive plan for school and work experiences through high school and beyond

Goals of School Counseling

The School Counselors' work directly with students in individual and group counseling sessions as well as in classroom guidance lessons so that students may:

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- Be successful in school
- Establish effective study skills
- Adjust to a new school and country
- Develop positive feelings about work, family, and society
- Build positive feelings toward themselves and others
- Develop skills in interacting and communicating with others
- Cope with change in themselves and their surroundings.
- Identify and accept their own and others' strengths and weaknesses
- Recognize the causes and effects of their actions
- Receive crisis intervention when necessary

How Does School Counselling Work?

Counselling is conducted with students individually, in small groups and in classroom settings. Individual counseling is voluntary and confidential. Parental permission is obtained prior to any regular group or individual counseling. Counselors' may be involved in helping to resolve student conflicts or temporary difficulties. Students are seen by the counselor when:

- Parents request and indicate a need and desire that the School Counselor meet with their children.
- Students request counseling.
- Teachers, administrators, or other school staff members refer the student. Many people receive their first introduction to any type of counseling at their school. Almost every academic institution has school counselors on hand to help students with academics and to furnish career guidance. The school counselor supplies students with the information they need to be academically successful and provides social and emotional support as well.

School counselors identify areas of need and incorporate organizational strategies that are appropriate in the context of the academic environment. The primary goal of the counselor is to facilitate a learning environment that helps the student have a successful academic career and the opportunity for growth.

While many school counselors undergo training in programs similar to that of mental health counselors, it is not the job of the school counselor to provide routine mental health counseling sessions to students. Instead, school counselors are responsible for using their background knowledge in mental health principles to identify primary areas of concern and refer students to available services on as-needed basis. Therefore, to act as an informed liaison if a student needs additional services, the school counselor must have knowledge of the various community and academic resources available to students.

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It is not the position of the school counselor to provide medications for mental health concerns. Only medical professionals can prescribe medication, and only they can manage its administration. Concerns regarding medication should be referred to these professionals.

Many people receive their first introduction to any type of counseling at their school. Almost every academic institution has school counselors on hand to help students with academics and to furnish career guidance. The school counselor supplies students with the information they need to be academically successful and provides social and emotional support as well.

Roles and Responsibilities of the School Counselor

The functions of the school counselor may be enumerated as under:

1. **Providing Academic Guidance:** In helping students understand their learning needs and blocks, such as equipping them with study skills, doing semi-formal assessments for Learning Disabilities and Difficulties. Academic guidance is often necessary for children that are unable to get it at home, or have a paucity of resources to equip them with specific knowledge otherwise.

2. **Providing Career and Vocational Guidance:** While career guidance exists as a field in itself, school counselors are generally required to keep abreast with career options as well as things such as entrance examinations, college requirements etc. School counselors can help by providing information on the various career and vocational options available. School counselors can guide the students in choosing the right career based on suitable aptitude tests. Assisting students in preparing for college and in readying themselves for their careers is an important, multi-faceted counseling role. The counselor must have the ability to connect with students of different ages and all academic levels, remain empathetic, and have the ability to understand and navigate academic systems. In addition, the counselor must provide support to instructional personnel and school administrators as they work to improve the school's culture and climate.

3. **Dealing with Issues with Peers:** Issues such as bullying, clique formation, estrangement and infighting, are all issues that we worked with in our fieldwork setting. Within this, we saw how the teachers, administration and parents interacted to either mediate or exacerbate the situation as well as how it was developmentally crucial to resolve these issues.

4. **Handling Psychosocial Problems:** A school counselor helps in early identification of problem behaviours and takes suitable steps to prevent the onset of psychosocial problems. In case of psychosocial problems detected after their onset, the school counselor works towards finding suitable solutions, or due to the time constraints in school, looks at

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referring the child to a more suitable setting if the child's home environment allows for it.

5. **Working with Parents:** To enable holistic support and to ensure that the child's home environment is secure and nurturing for her, as well as to keep the parents in the loop about the work done in counseling, and how to ensure that the results are maintained at home.

6. **Working with Teachers:** The school counselor acts as a mediator between the teacher, the student and the administration. It is very important to remain cognizant of the role of the teacher in the well being of the student within the school. The first thing that one has to negotiate with is the belief system of the teachers- labeling on the grounds of gender, caste, as well as psychosocial difficulties. Once a child was deemed "problematic" all explanations would flow from that narrative. Apart from meetings where these labels would be deconstructed, it becomes necessary to enroll the help of teachers in giving children what they needed in classrooms: more attention, relocation, checking in, a system of rewards. The counselor's regular meetings with teachers not only helps the counselor understand classroom behaviour and issues, but also helps the teacher be cognizant and appreciative of micro changes that might be occurring in class that otherwise go unnoticed.

   Teacher meetings are extremely crucial in order to ensure two basic things:

   - To keep the teacher in the loop about the work being done, and how to modify his/her behaviour accordingly, as well as for inputs about the conditions of the classroom
   - Help the teacher manage his own workload, by providing them with skills such as coping skills or problem solving strategies or emotional unburdening.

7. Working with School Administration: Counselor has to work in co-ordination with the school administration and in keeping with the school policies. The counselor is a liaison between the school authorities, parents, students and the community at large.

8. School Counselors work with the school community: This includes:

   - Help create a positive school climate in which children can learn.
   - Assure a coordinated team effort to address the needs of all students.
   - Help ensure student access to school and community resources

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Conclusion

Working in a school is both challenging and frustrating. It made us realize both the importance of the counselor, as well as how enmeshed the role of a counselor was in a school setting. Without proper involvement and integration of the various subsystems and supra systems, therapeutic work remains incomplete. Systems-oriented school counseling in India has great potential for growth. It can cater to the emerging needs of the student community with globalization, drastic changes in family structures, changing social values leading to immense stress and strain on the students. The specialized skills of the school counselor need to be tapped to prevent, and treat increasing psychosocial problems of the students and to provide a holistic development to the students.

5.2 SEXUALITY COUNSELING

Sexual wellbeing is a universal human right – everyone deserves a fulfilling, healthy sex life. Intimate sexual relationships with others are an important part of adult life, and have the potential to be amongst the most rewarding aspects of our lives. If we're happy with our sex lives, we're often happy in other areas of life too.

Around 43% of men and 35% of women experience sexual dysfunction at some point in their lives. Yet many people report feeling hesitant about accessing help for sexual difficulties Sexuality Counselling can address a range of sexual concerns quickly and effectively. Definition of Sexuality:

'Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships.'

Definition of Sexual health

'Sexual health is a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled. Sexuality is influenced by the interaction of biological psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors.'

Experiencing sexual problems at some point during an individual's life can be perfectly normal. While everyone's problems and sexual experiences can be different, it's important to remember that we can also face similar issues. If an

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individual is experiencing problems with sex, he/she may feel alone and helpless or even embarrassed, ashamed, or afraid. These are common things felt by people living with sexual dysfunctions. Feeling this way can lead to people waiting months or even years to seek help and support, as they are too afraid to discuss their worries and experiences with others.

Sex problems are common and can occur for any number of different reasons. In most cases, sexual problems can be linked to other challenges or difficulties you are facing within your life. For example, if you are feelings stressed and have a lot on your mind, you may not feel like having sex or being intimate. This is typically a mild, short-term sexual problem that goes away as your stress levels change. More complex or severe problems can have a deeper, long-term effect that could impact different areas of one's life, relationships, and even sexuality.

If an individual is worried he/she may be experiencing sex and intimacy problems, it's important to speak up and seek help. The longer one waits, the more time one's problems have to get worse or develop consequences. Reaching out and seeking help can be scary, but it's the first step towards finding out what is causing the problems and in helping one to fix or manage them. There are many options out there that can help, such as sex therapy, which is considered to be a highly effective way of addressing sexual dysfunctions. Sex therapy can help a person to develop a healthier attitude towards sex and sexual intimacy, as well as to explore any underlying issues that may be impacting one's ability to relax and enjoy sex.

Common Sex Problems/Sexual Issues faced by Individuals

A sex problem, or sexual dysfunction, refers to a wide range of difficulties that may happen at any point before, during or after sex.

A number of different things can cause an individual to develop sexual problems. Generally, problems develop due to a combination of physical, emotional, psychological and situational reasons. These can include:

- **Physical factors:** disabilities, illnesses or long-term conditions such as diabetes, heart disease, drug or alcohol addiction.
- **Psychological:** many different mental health issues can negatively impact an individual's sexual desire and responses. These can include anxiety, depression, stress, and more.
- **Emotional:** feelings of betrayal, unhappiness in one's relationship, or unresolved grief can all take their toll. If an individual has low self-esteem, this may also be having a negative impact on one's levels of sexual desire and desirability. Past traumatic experiences with sexual abuse can also have a greater effect than one may realize, and may leave an individual feeling unable to fully enjoy or participate in sexual intimacy.

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- **Situational:** changes in day-to-day life, circumstances, or living situation can all contribute to the development of sex problems. For example, if an individual has recently moved, is having financial problems, or have had a child, this could have a significant impact.

Common Sex Problems

Our problems with sex can feel very personal, however many of us face similar issues and struggles due to our experiences, situations, worries, or gender. Many common sex problems for men and women can be addressed, improved, and even overcome with the help and support of counseling.

- **Peer Pressure**

  Along with a number of physical health risks that are worth keeping in mind when exploring different sexual activities, there can be an emotional impact if one partner is more keen to experiment, or if another feels pressured to try something they may not be ready for. This can cause undue stress and anxiety, or may even lead to feelings of upset and resentment. Creating an open, honest dialogue about why anal sex is so important to incorporate within your relationship can be a positive first step towards avoiding any related issues or upset.

- **Problems during or after Sex**

  This may include pain, feelings of guilt, anxiety or loneliness. Ensuring there are no physical issues such as Vaginismus (tight muscles that make sex painful or impossible), an STD or STI, an infection like thrush, tight or torn foreskin, swollen testicles, inflamed prostate, or vaginal dryness should be the first step. Getting advice from your GP is simple and confidential

- **Age-related Sex Problems and Concerns**

  As you age, sexual issues may develop. These can cause additional worry and anxiety around your body image, self-confidence, or even your identity as someone sexual. For men, arousal from visual stimulations may not be as easy, your erection may not be as firm, or you may have a longer period between when you are able to climax.

  For women, gradual changes (often menopause-related) can include a loss of libido, decrease or lack of lubrication, trouble sleeping or night sweats. While men may typically find age-related changes to be a concern, many women report an improvement in their sex lives, finding changes to be a liberating experience when they feel able to talk about their changing needs. As one counselor explains, talking can make a real difference.

- **Sex Addiction**

  Also known as hyper sexuality, sex addiction generally refers to a feeling

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that you can't stop or resist a particular sexual activity or related action, such as masturbation, accessing pornography, paying for sex, or having cybersex. As with other forms of addiction, this can lead to feelings of isolation, regret, powerlessness, anxiety, remorse, and shame. Inpatient treatment, one-to-one counseling, group therapy, and Cognitive Behavioral Therapy (CBT) are just a few of the ways you can address any worries around sexual addictions.

- **Loss of intimacy and relationship problems**

  Many worry about the loss of intimacy, asking: can a relationship survive without intimacy? How we talk about intimacy can be the first step towards addressing any concerns. Relate, the relationships charity, have created a sex and intimacy quiz to help you identify where any problems may be coming from, what your emotional triggers may be, and how you can boost your intimacy to increase feelings of satisfaction and connection. Speaking together with a relationship therapist or couples counselor can help you to explore any conflicts or underlying issues, creating a safe space where communication can be addressed at put at the forefront.

- **Differing Sex Drives**

  Experiencing different levels of desire during the course of your relationship can be common. While many find a way to compromise, for some, a sudden increase or decrease can lead to communication difficulties or feelings of rejection. Change may relate to behavior, approach or thinking process. It may be helpful to introduce a new behavior pattern or approach for eg to recognize the importance of listening rather than talking or responding.

- **Medical-related Sex Problems**

  If you have a chronic illness, are diagnosed with diabetes or cancer, there may be an impact on your sex life. While being diagnosed with any of these conditions doesn't necessarily mean you will experience sexual problems, the added stress and worry may impact your health and wellbeing

Female Sex Problems

- **Pain during Sex**

  Also known as Dyspareunia, pain during sex can be very common for women who have gone through, or are going through the menopause. There are various medical conditions that can contribute to this pain, including endometriosis, and ovarian cysts, but other issues such as poor lubrication during sexual intimacy may be psychologically linked. Other causes include scar tissue from surgery and sexually transmitted diseases.

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In some cases, women experiencing pain during sex may have Vaginismus - a distressing condition characterized by an involuntary spasm of the muscles that surround the entrance of the vagina. Vaginismus is common in women who fear penetration, and this may stem from a long-term sexual phobia, or a previous traumatic or painful experience, such as sexual abuse or childbirth. Vaginismus symptoms may also be linked to relationship problems or fear of pregnancy. Vaginal trainers are usually provided to help women overcome this sex problem, but counseling is considered an effective treatment in addition to medical intervention.

- **Orgasmic Disorder**

  Being unable to orgasm may be troubling for some women and their partners. Typical medical causes of orgasmic disorder include neurological, vascular or hormonal problems, while some medications may also have an effect. Alternatively, some women may just have a very strong fear of sex and feeling aroused (often out of fear of losing control) while others may be dissatisfied in their relationship and with the sexual stimulation their partner is/isn't providing. Mental health issues such as depression or previous traumatic experiences can also contribute to orgasmic disorder.

- **Loss of Desire**

  It is common for women to experience lack of sex drive at certain periods in her life - particularly during pregnancy and times of stress - but some women may have it more persistently. Again, there are several psychological and physical factors that can cause this, including diabetes, relationship problems, hormone disorders, depression, excessive tiredness, traumatic sexual experiences and drug and alcohol addiction. Lack of sex drive is also linked to a reduction in a woman's natural testosterone levels.

In rare cases, women may have what is called 'sexual anorexia' - a condition that is not in itself a diagnosis, but refers to a complete lack of desire for sex. Women with sexual anorexia will constantly avoid sex and may go for years without engaging in sexual intimacy with their partners. Like the eating disorder, sexual anorexia is predominantly psychologically linked, and counseling is considered essential for helping sufferers to perceive sex and sexual intimacy as something natural and healthy rather than bad and shameful.

Male Sex Problems

- **Ejaculation Problems**

  Ejaculation problems are very common and men will typically experience one of three types of disorder:

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- **Premature ejaculation:**

  When you ejaculate too quickly during sexual intercourse. The average time of ejaculation is considered five minutes so regularly ejaculating before or within one minute of penetration is regarded as premature.

- **Retarded/delayed ejaculation:** a delay in achieving ejaculation, or where a man is completely unable to ejaculate during sexual activity. Also known as male orgasmic disorder.

- **Retrograde ejaculation:** the least common of the three, this condition is where the sperm travels backwards and enters the bladder instead of passing through the urethra and head of the penis. Orgasm is still experienced but there will be no or little semen.

  As with the female sex problems, male sexual dysfunction such as premature ejaculation is linked to psychological and/or physical factors. These include stress and previous sexual trauma as well as medical conditions such as diabetes.

- **Erectile Dysfunction**

  Also known as impotence, erectile dysfunction refers to the inability to get and maintain an erection that is satisfactory for sexual intercourse. This is quite common and is linked to hormonal problems and the narrowing of blood vessels inside of the penis due to high blood pressure. Stress, anxiety and mental health issues are further causes of erectile dysfunction, along with sexual boredom and constant worrying about pleasing a partner. Unfortunately, for many men, even when the initial cause of an erection problem has passed, the anxiety of repeated failure may block future erections.

When should Individuals Seek Help for Sex Problems

Talking about sex problems is understandably difficult and embarrassing for many, and as a result, some people may refrain from seeking help. Suffering in silence however can make the problem worse, and it could lead to a lot of stress and unhappiness in the person's life and for those around - particularly his/her partner. Although sex problems can stem from deeper issues within a relationship, sexual dysfunction can also cause relationships to suffer. Sex and sexual intimacy is an important part of bonding between two people in a relationship and without it, a couple can become disconnected. When this happens it is a good indication that one needs to start thinking about getting help.

Some of the Signs that Sex Problems are affecting Relationships include:

- Sex causes disappointment.
- Sex is the cause of rows.
- One or both partners are feeling dissatisfied or stuck in a rut.
- Couples start drifting apart and losing touch.
- One or both partners' feels taken for granted or neglected.

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What treatment is available for Sex Problems

The first step in seeking help for sex problems is to make an appointment with your GP to have your condition diagnosed and appropriate treatment methods explored. To establish the cause of sexual dysfunction, your doctor will ask questions about your sexual, social and medical history. Medical tests will also be carried out to identify any physical causes, for which medication can be provided. Sex therapy (also known as psychosexual therapy) is often the next course of action for individuals and couples experiencing sex problems, and although it may seem daunting opening up about intimate and somewhat embarrassing details, talking to a counselor can help.

- **Psychosexual Therapy**

There are many professionals in the UK specially trained to talk about sex and help people to explore and overcome sexual dysfunction. Psychosexual therapists, in particular, are very knowledgeable about a wide range of sex problems and have proven successful in helping individuals and couples of all ages, health and sexuality to realize their sexual needs and desires and work through any negative thoughts that may be affecting their ability to enjoy sex and sexual intimacy.

Psychosexual therapy may involve exploring family myths and cultural taboos that have impacted on the way someone associates with sex and sexual intimacy. Questions that may be asked include: "If sex was once enjoyable, what happened to change that?" and "What feels good and what feels disappointing?". These encourage the re-examination of deep-set sexual assumptions and beliefs, and in a good therapeutic relationship between client and therapist, there will be the opportunity to find answers and develop a healthier relationship with sex and sexual intimacy.

- **Relationship Counseling**

Relationship counseling, also commonly called couples counseling, is effective for helping couples to explore their physical communication and their understanding of what sex means to them. Sex may have become mechanical and a way to maintain a safe distance for one person. In such cases, the partner may mourn the lack of intimacy and trust which would allow them to feel safe and enjoy sex. Withdrawal of sex can happen when a person has no alternative way to express their anger and disappointment – so the forbidden feelings are acted out in the bedroom. These are just some of the issues that may be addressed in relationship counseling to help couples become more aware of each other's needs and desires and thus be able to reach a solution that works best for both of them.

Sexuality Counseling

Sexuality is an important aspect of an individual's life which is often surrounded by stigma. The lack of acceptability to talk about sexuality creates

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considerable stress for individuals. Consequently, sexuality concerns present themselves in psychotherapy. In such situations, the counselors' ability to create a safe environment, develop an empathic understanding, and affirm the client's identity facilitates competent practice.

Sexuality counseling focuses on providing psychotherapy for sexuality-related concerns which are psychological or emotional in nature. The focus has shifted from sex therapy to sexuality counseling which endeavors to apply a multi contextual perspective while managing issues of sexuality Individuals may face complexities due to sexuality-related issues which have a substantial influence on their lives, relationships, and their sense of worthiness.

Sexuality Counseling plays a vital role in ensuring positive sexual health. There are different aspects of positive sexual health though it generally implies a person viewing their sexuality as more than just physiology, including emotional and mental aspects as well.

- A person with positive sexual health stays well-educated regarding issues such as safe sex practices, regular STD testing, and recommended physical health exams.
- A person with positive sexual health has positive self esteem, a positive view of their sexuality, and well-defined personal boundaries that have been established through self exploration. Previously, many sexual health programmes only responded to the negative implications of sexuality, ignoring sexual needs, desires, identities, and pleasures. It is against this backdrop that sexuality counseling has developed If sexuality is more than curing and avoiding disease, then interventions require more than clinical and biomedical solutions.,

Definitions of Sexuality Counseling

- 'Sexuality Counseling refers to counseling on issues related to one or more aspects of sexuality with the aim of understanding the underlying features of clients' sexual lives and how that affects their sexual and reproductive health. Such counseling requires the creation of a counseling environment where clients can express themselves and their concerns relating to sexual relationships and intimacy without fear of ridicule, discrimination, or other disrespectful treatment.'
- 'Sexuality Counseling is defined as counseling on issues related to one's own sexual life experiences, problems, or concerns (e.g. avoiding unplanned pregnancies and sexually transmitted infections including HIV, sexual identity issues, unsatisfying sexual relationships, intimacy, and sexual violence) with the aim of creating a climate where clients can express themselves in a private and confidential environment and without fear of discrimination

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Basic Principles in Sexuality Counseling

Four basic principles to ensure ethical practice and prevent exploitation when engaging with issues of sexuality.

(1) Therapists and counselors must avoid the use of disease language so as to prevent the stigmatization of individuals or unintentionally imposing one's own cultural values on them.

(2) Counselors should exercise caution to avoid condemning diverse sexual practices as immoral, other than circumstances in which they may be perceived as coercive. Therapists must inform clients about their moral stance with regard to diverse sexual practices before the initiation of therapy.

(3) Therapists must not disguise therapeutic arguments for or against a particular sexual lifestyle as proven facts or as moral givens.

(4) Counselors should exercise special care to not become sexually involved with clients

Features of Sexuality Counseling

- Sexuality Counseling is not the same as sexuality education, although the two areas are related. Sexuality counseling tends to occur in organized one-on-one sessions between a counselor and a client, and is designed to solve a problem or give advice related to sexuality. On the other hand, sexuality educators usually work with groups of people and do not deal directly with specific individual problems.
- Sexuality Counseling usually includes aspects of sexuality education, while education less often includes counseling. Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed.
- Sexuality counseling plays a vital role in ensuring positive sexual health. There are different aspects of positive sexual health. It generally includes a person viewing their sexuality as more than just physiology, including emotional and mental aspects as well. A person with positive sexual health stays well-educated regarding issues such as safe sex practices, regular STD testing, and recommended physical health exams. A person with positive sexual health has positive self esteem, a positive view of their sexuality, and well-defined personal boundaries that have been established through self exploration. Previously, many sexual health programmes only responded to the negative implications of sexuality, ignoring sexual needs, desires, identities, and pleasures.

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- Sexuality counseling is holistic. If sexuality is more than curing and avoiding disease, then interventions require more than clinical and biomedical solutions. It implies a healthy and holistic life-style rather than just finding solutions to particular sexual problem.

5.3 HIV/AIDS COUNSELING

What is HIV/AIDS?

In 1983, scientists in France discovered the virus that causes AIDS and routes of its transmission were confirmed. The virus eventually became known as the Human Immunodeficiency Virus (HIV).

HIV infection affects the immune system resulting in its weakness called immunodeficiency. Immune system provides the body's defence against the micro-organisms (such as bacteria, viruses fungi etc) that penetrate the skin and mucous membranes and cause disease. In a healthy person, the immune system produces antibodies to fight off or kill these micro-organisms thereby preventing the occurrence of disease. In an immuno-deficient individual this ability to combat disease causing germs is lost by the following mechanism: Human immunodeficiency virus (HIV) infects and eventually destroys the lymphocytes and monocytes of the immune system. These cells carry the CD4 antigen on their surface (CD4+ lymphocytes). HIV having special affinity for the CD4 antigen enters and infects CD4+ lymphocytes resulting in killing of many CD4+ lymphocytes. This slowly leads to a persistent, progressive and profound impairment of the immune system, making an individual susceptible to opportunistic infections and conditions such as cancer.

HIV is the beginning stage of infection. The person remains symptomless and HIV antibodies can be detected only by a blood test. The infection gradually progresses to AIDS when the immune system becomes very affected resulting in appearance of certain opportunistic infections and cancers.

HIV Transmission

There are many myths and misunderstandings about the mode of transmission of HIV. It is very important for a counsellor to understand the modes of transmission so that effective HIV counselling can take place.

HIV can be transmitted by

- Sexual Intercourse (vaginal, anal and oral) or through contact with infected blood, semen, or cervical and vaginal fluids.

This is the most frequent mode of transmission and HIV can be transmitted from any infected person to his or her sexual partner; man to woman, woman to man, man to man, and (but less likely) woman to woman. Other sexually

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transmitted diseases (STDs) (especially those causing genital ulcers) increase the risk of HIV transmission because more mucous membrane is exposed to the virus

- Transfusion of blood or blood products obtained from an infected donor. c)
- Injecting or skin-piercing equipment contaminated with HIV
- Mother to infant during pregnancy, labour, or as a result of breast feeding

HIV cannot be transmitted by the routine contact/activities such as

- Coughing or sneezing
- Handshakes
- Insect bites
- Work or school contact
- Touching or hugging
- Using toilets
- Water or food
- Using telephones
- Kissing (j) Swimming pools
- Public baths
- Sharing cups, glasses, plates and other eating and drinking utensils.

Natural History of HIV Infection

Natural history of HIV/AIDS can be studied under following phases:

(a) Acute HIV Infection: Most people infected with HIV do not know that they have become infected. Antibodies to HIV antigens are usually developed 6 weeks to 3 months after being infected. In some individuals, the test may not be positive until 6 months or longer (although this would be considered unusual). This time is known as the "the window period" during which the person can be highly infectious and yet unaware of their condition.

(b) HIV Infection before the Onset of Symptoms: In adults, there is often a long, silent period of HIV infection before the disease progresses to full blown AIDS. A person infected with HIV may have no symptoms for up to 10 years or more. The vast majority of HIV-infected children are infected in the peri-natal period (during pregnancy and childbirth). The period without symptoms is shorter in children, with a few infants becoming ill in the first few weeks of life.

(c) Progression from HIV infection to HIV-related disease and AIDS: Almost all (if not all) HIV-infected people will ultimately develop HIV-related disease and AIDS. This progression depends on the type and strain of the virus and certain host characteristics. Factors that may cause faster progression include age less than 5 years, or over 40 years, other infections and possibly genetic (hereditary) factors.

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Aims of Counselling in HIV Infection

- Prevention
- Determining whether the lifestyle of an individual places him or her at risk
- Working with an individual so that he or she understands the risks
- Helping to identify the meanings of high risk behavior
- Helping to define the true potential for behaviour change
- Working with the individual to achieve and sustain behaviour change
- Support
- Individual, relationship, and family counselling to prevent and reduce psychological morbidity associated with HIV infection

Rationale for HIV Counselling

- Various studies throughout the world suggest that HIV/AIDS counselling assists people to make informed decisions, cope better with their condition, lead more positive lives, and prevent HIV transmission.
- HIV/AIDS counselling is important because infection with HIV is a lifelong phenomenon and during the course of the infection, a broad range of physical, social and psychological needs and problems are likely to be experienced.
- The changing nature of the illness imposes a variety of psychological and emotional strains on individuals and those closest to them. HIV/AIDS counselling is a dialogue between a client and a care provider aimed at enabling the client to cope with stress and to make personal decisions related to HIV/AIDS.
- The counselling process includes the evaluation of personal risk of HIV transmission and the facilitation of preventive behaviour. HIV/AIDS counselling is a process that begins with the client's first contact either with an HIV/AIDS counselling service or with the care system for HIV-related needs.
- In the context of HIV/AIDS, the care system includes all health and social service facilities, both governmental and non-governmental, where individuals receive care and social support. The counselling process continues through a referral network to various community and social support agencies, according to the needs of the individual and the family affected by or worried about HIV infection.

Goals of HIV/AIDS Counseling

Effective counselling should occur where people most need it and should not be restricted to a clinic or a structured doctor patient situation.

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Major goals include

1. To provide psychosocial support to those whose lives have been affected by HIV
2. To prevent HIV infection and its transmission to other people.

There are two major elements of counselling for HIV/AIDS:

- The formation of sensitive, trusting and respectful relationships; and
- A structured approach to ensure the client has adequate knowledge for problem-solving and decision making in pre and post-test counselling.

The overall purposes of HIV counselling are

- To provide clients with information on HIV/AIDS (e.g. means of transmission, prevention, testing etc),
- To help the infected individual, family and friends to handle possible emotional reactions to HIV/AIDS (e.g. grief, anger, fear, denial).
- To discuss courses of action adapted to client/family needs and circumstances.
- To encourage change, when needed, for the prevention or control of infection (e.g. through protected or safer sex, and changes to drug injecting practices)
- To assess the risk of HIV infection in potential blood and organ donors. Counselling helps people to define for themselves the nature of the problems they are facing. They can then make realistic decisions about what they can do to reduce the impact of these problems on themselves, their family and friends.
- Helping people to achieve the confidence to make lifestyle changes is an integral part of Counselling for HIV/AIDS affected individuals.

Who Should Become HIV Counsellors?

A wide range of people can play a role in the provision of HIV/AIDS counselling. These people include:

- Doctors, nurses, community health workers, social workers, and other care-providers who have been specially trained in HIV/AIDS counselling. Some of these trained individuals may also act as "focal points" and educators for counselling services in their province, district, or community
- Full-time counsellors (e.g. psychologists, psychiatrists, and therapists) who have been trained in HIV/AIDS counselling, and who may receive clients directly, or who may receive clients through referral by other care-providers
- Religious leaders and other community-based workers who work consistently with people in confidential situations and with emotional concerns

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- Trained community members, members of AIDS support groups, and other people living with HIV/AIDS. The people, who are respected by the community, engender a sense of trust and respect with the people with whom they are working, and are willing to receive the specialized counselling training are the ideal selection to become HIV/AIDS counsellors.

Who should Receive HIV Counselling?

HIV/AIDS counselling is for individuals, couples, families and groups. In any society, a variety of individuals and groups may be particularly at risk for HIV transmission. Some of these include:

- Those having HIV/AIDS in their families
- People experiencing difficulties with issues such as stigma, isolation, financial hardships, as a result of HIV infection
- Those seeking help because of past or current risk behaviours
- Those wishing to donate blood or body organs
- Any unprotected sexual contact outside the monogamous relationship carries a risk of HIV transmission.
- Men and women with multiple sex partners practicing unprotected penetrative anal, vaginal and oral sex, including female and male commercial sex workers and their clients
- Injecting drug users who share injecting equipment
- Recipients of unsafe blood, blood products and donated organs People in certain occupations are known to be at greater risk for HIV transmission. These occupations include long haul lorry drivers
- Commercial Sex Workers
- Counselling is also needed for people who are at risk for HIV infection, and who do not know their HIV status. Some people may already recognize that they are at risk, while others will be unaware of the risk involved in their behaviours.

Therefore, HIV education for the general population is an important strategy.

Where Should HIV Counselling Take Place?

HIV/AIDS counselling should take place wherever people concerned about, or living with HIV/AIDS live or are treated. Such places might include community health centres, rural health clinics, basic health units, hospitals, STD clinics, mother and child health clinics, reproductive health clinics, blood donation sites, antenatal and post partum clinics, schools, mosques, outpatient clinics, and all health outreach and community based programmes.

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Each site will influence how the counselling will be conducted and will require different responses from the counsellor. For example, it is much easier to counsel effectively when a private room is available, instead of trying to discuss sensitive matters in a busy and crowded clinic.

Although confidentiality is essential, it is important to encourage the client to share his/her test result with other supportive people. However, because HIV/AIDS is surrounded by fear, stigma and isolation, people tend to fear disclosure of their condition. With support from the counsellor, and careful consideration of those who will share the client's confidence, the benefits of shared confidentiality far outweigh the risks.

Confidentiality and Informed Consent

HIV/AIDS counselling sessions are confidential and most involve the participation of a single client and a single care-provider. The client has an absolute right to confidentiality and/or anonymity unless and until the client decides otherwise.

However, at the discretion of the client and the care-provider, the following people may also be involved in HIV/AIDS counselling sessions

- Members of the client's family
- A care-provider with additional counselling skills that may be required to help the client address a particular problem or sensitive issue
- Members of a support group of individuals affected by or infected with HIV/AIDS
- Other resource persons such as clinicians and other health and social service providers

Informed consent implies that the client fully understands the test that will be performed and the possible consequences. Informed consent also involves the client's awareness of the window period, where the client may be infected, but still undetectable on testing .In India, informed consent is implied when pretest counselling is completed and the client has requested for the HIV test. However, it should be noted that the client may undergo HIV testing without pre-test counselling, but whenever possible, pretest counselling should be encouraged and undertaken.

Counselling Strategies for HIV/AIDS

A diagnosis of HIV infection will create considerable psychological stress. The conditions that most people experience are uncertainty and adjustment. The news of HIV infection creates uncertainty about all aspects of the person's life, including the quality and length of life, the effect of opportunistic infections and the response of society to the illness. These issues need to be discussed openly and frankly. The person diagnosed with HIV must also make a variety of adjustments. There is no way of predicting how a person will react to the news

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of a positive test result, however, the following responses are some of the possible reactions that must be attended to in counseling.

- Shock: Shock is a normal response to life-threatening news. Common shock reactions include:
- Disbelief
- Confusion and uncertainty about present and future circumstances.
- Despair/ Emotional instability
- Withdrawal, distancing from present issues and circumstances, reluctance to become involved in conversation or counselling, or activities and plans for treatment or for the future.

  Counselling Strategies: Although shock is a normal response to hearing the news of a life-threatening illness, it is important to explore the feelings the client has related to shock. As these feelings are aired, it is more likely that the effects of shock will diminish.

- **Denial:** Some people respond to the news of their infection or disease by denying it. While initial denial can help reduce stress, if it persists, it can prevent appropriate changes in behavior and adjustments in life, necessary to cope with HIV and to prevent transmission. If denial is not challenged, people may not accept the social responsibilities that go with being infected.

  Counselling Strategies: The counselor must broach this issue and challenge the client about his/her denial. This should be done in a supportive manner; however, such topic must be brought into the open.

- Anger: Some people become angry about the test result. They may engage in destructive behavior such as harming themselves or others. With progressing illness, the person may become unfit for work. Anger can also be directed inwards in the form of self-blame and self-destructive behaviours.

  Counselling Strategies: The counselor should share his/her hunches about the feelings of anger expressed verbally or Counseling. The client can more freely explore and examine his feelings. As these feelings are discussed openly, the client is more able to confront his/her feelings and deal with them appropriately.

- Fear; People diagnosed with HIV infection have many fears. The fear of death or of dying alone is very common. Other common fears may include fear of desertion, refection, leaving children/family uncared for, disability, loss of bodily or mental functions, and loss of confidentiality of privacy. Fear may also be based on the experiences of others or from lack of accurate, understandable HIV/AIDS information.

  Counselling Strategies: If the counsellor suspects that the client is feeling fearful, he/she must explore these feelings with the client. As the

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client explores the experience of fear, he/she is more able to face this fear in a healthy way. Isolation The HIV-infected person may react by withdrawing from all social contacts.

- **Loss:** People with HIV/AIDS experience feelings of loss about their ambitions, their physical attractiveness, potency, sexual relationships, status in the community, finances, stability and independence. As the need for physical care increases, there will also be a loss of privacy and control over life. Loss of self-confidence is critical since it can undermine the individual's ability to cope with HIV/AIDS.

  Counselling Strategies: The client should be encouraged to explore his/her feelings of loss. In follow-up counselling session, these feelings should be revisited as situations and experiences may change. As clients face the many losses they experience, they are better able to cope and adjust to their loss. In addition, with exploration of certain losses, these experiences can be reverted. For example, exploring the loss of sexual relationships can lead to discussion about other forms of sexual expression.

- **Grief:** People with HIV/AIDS often have deep feelings of grief over the losses they had experienced, or had anticipated for the future. They may also sense the grief of close family members and others who care for them and witness their declining health. In addition, family members themselves grieve the declining health and eventual death of a loved one.

  Counselling Strategies: Counselors must be aware of these feelings of grief for both the client and the family members and help them explore these feelings. The purpose of such counselling is to explore the feelings associated with grief, and help the client and family members experience grief in a more manageable way. Anticipatory grief management is also helpful. This can be accomplished by sensitively approaching the subject of loss and death and helping the client (individual and family) explore how they will manage this grieving process.

- **Guilt:** When HIV infection is diagnosed, there is usually a feeling of guilt about the possibility of having infected others especially spouses and children, or about the behavior that may have resulted in the HIV infection e.g., unsafe sexual experiences or injecting drug. There is also guilt about the sadness; disruption and loss that the illness will cause loved ones. Counselors must help the client fully explore feelings of guilt. Unresolved guilt will cause the client to become sicker more quickly and might result in premature death.

  Counselling Strategies: The counsellor should not assume to know if the client is experiencing guilt, or what the client might feel guilty about. The client is given the opportunity to explore this feeling for him/her.

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- **Depression:** Depression may arise from the realization that the virus infected the body, without any hope for a cure, which often results in feelings of powerlessness. A client may also become depressed by loss of personal control that may be associated with repeated medical examinations.

  Counselling Strategies: Depression manifests itself in different ways. The person may become quiet or withdrawn. Anger, irritability or sudden outbursts might also be signs of depression. As the feelings of depression are verbalized, they become more accessible to the client and this will help the client to cope and to manage his/her feelings.

- **Anxiety:** Anxiety can quickly become a prevailing feeling for the person living with HIV/AIDS. This anxiety often stems from chronic uncertainty about their illness and its progression. In addition, the client often experiences declining ability to function efficiently and loss of physical and financial independence.

  Counselling Strategies: The client usually manifests signs of anxiety that the counsellor can then address openly. The feelings can be explored and anticipated. This anticipatory guidance often helps the client cope better as the illness progresses

- **Suicidal thoughts, plans and actions:** People who learn that they are HIV-infected have a significantly increased risk of thinking, planning and attempting or committing suicide. Suicide may be seen as a way of avoiding their own pain or of lessening that of loved ones. Suicide may be active (deliberate self-injury resulting in death) or passive (self-destructive behavior such as concealing the onset of a possibly fatal complication from an opportunistic infection).

  Counselling Strategies: The counselor must assess whether the client has suicidal tendencies and approach this topic with sensitivity and clarity. The counsellor must also try to assess the gravity of the situation i.e. whether the individual is in thought phase (thinking about committing suicide), planning phase (thinking how to commit suicide) or is in the action phase. It is imperative to engage in open discussion on this topic. Often talking through these feelings will help alleviate these suicidal thoughts and actions

Additional Complications Factors affecting the severity of the client's psychological state might also include:

- The person's physical condition;
- How well prepared the person is for the news of HIV infection;
- How well the person is supported by his/her family and in the community and how readily he/she can call on the assistance of family and friends;
- The person's prior personality and psychological condition;

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- The cultural and spiritual values of the person, his/her beliefs and values about HIV/AIDS and his/her attitude towards death.

5.4 MARRIAGE COUNSELING

Marriage counseling, also called couples therapy, helps couples - married or not, understand and resolve conflicts and improve their relationship. Marriage counseling gives couples the tools to communicate better, negotiate differences, problem solve and even argue in a healthier way.

Marriage counseling is generally provided by licensed therapists known as marriage and family therapists. These therapists provide the same mental health services as other therapists, but with a specific focus - a couple's relationship.

Marriage counseling is often short term. One couple may need only a few sessions to help them weather a crisis. Or a couple may need marriage counseling for several months, particularly if their relationship has greatly deteriorated. As with individual psychotherapy, a couple typically sees a marriage counselor once a week.

Definition of Marriage Counseling

Marriage counseling is a type of psychotherapy for a married couple or established partners that try to resolve problems in the relationship. Typically, two people attend counseling sessions together to discuss specific issues.

Marriage / Counselor or Couples Therapist

Marriage Counselor/Couple Therapist may refer to a psychiatrist, clinical social workers, counseling psychologists, clinical psychologists, pastoral counselors, marriage and family therapists, and psychiatric nurses. The duty and function of a relationship counselor or couples therapist is to listen, respect, understand and facilitate better functioning between those involved.

Purpose of Marriage Counseling

Marriage counseling is based on research that shows that individuals and their problems are best handled within the context of their relationships. Marriage counselors are trained in psycho therapy and family systems, and focus on understanding their clients' symptoms and the way their interactions contribute to problems in the relationship.

Process of Marriage Counseling

Marriage counseling is usually a short term therapy that may take only a few sessions to work out problems in the relationship. Typically marriage counselors ask questions about the couple's roles, patterns, rules, goals, life-styles and belief systems. Therapy often begins as the couple analyzes the good and

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the bad aspects of the relationship. The marriage counselor then works with the couple to help them understand that, in most cases, both partners are contributing to problems in the relationship. Then as this is understood, the two can then learn to change how they interact with each other to solve their mutual problems. The partners may be encouraged to draw up a contract in which each partner describes the behavior he or she will be trying to maintain.

Marriage is not a requirement for two people to get help from a marriage counselor. Any person wishing to improve his or her relationship can get help with behavioral problems, relationship issues or with mental or emotional disorders. Marriage counselors also offer treatment for couples before they get married to help them understand potential problem areas.

A third type of marriage counseling involves post marital therapy, in which divorcing couples who share children seek help in working out their differences. Couples in the midst of a divorce find that marriage therapy during separation can help them find a common ground as they negotiate interpersonal issues and child custody.

Who can benefit from marriage counseling?

Most marriages and other relationships aren't perfect. Each person brings his or her own ideas, values, opinions and personal history into a relationship, and they don't always match their partner's. Those differences don't necessarily mean the relationship is bound for conflict. To the contrary, differences can be complementary .These differences can also help people understand, respect and accept opposing views and cultures.

But relationships can be tested. Differences or habits that an individual once found endearing may grate on one's nerves after time together. Sometimes specific issues, such as an extramarital affair or loss of sexual attraction, trigger problems in a relationship. Other times, there's a gradual disintegration of communication and caring.

No matter the cause, distress in a relationship can create undue stress, tension, sadness, worry, fear and other problems. One may hope that his/her relationship troubles may just go away on their own. But left to fester, a bad relationship may only worsen and eventually lead to physical or psychological problems, such as depression. A bad relationship can also create problems on the job and affect other family members or even friendships as people feel compelled to take sides.

Common Issues dealt with in Marriage counseling

Marriage counseling can help an individual and his/ her spouse or partner cope with

- Infidelity
- Divorce
- Substance abuse

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- Physical or mental conditions
- Same-sex relationship issues
- Cultural clashes
- Finances
- Unemployment
- Blended families
- Communication problems
- Sexual difficulties
- Conflicts about child rearing
- Infertility
- Anger
- Changing roles, such as retirement
- Strengthening bonds

A couple doesn't need to have a troubled relationship to seek therapy. Marriage counseling can also help couples who simply want to strengthen their bonds and gain a better understanding of each other. Marriage counseling can also help couples who plan to get married. This pre-marriage counseling can help you achieve a deeper understanding of each other and iron out differences before a union is sealed.

How does marriage counseling work?

- Marriage counseling typically brings couples or partners together for joint therapy sessions. The counselor or therapist helps couples pinpoint and understand the sources of their conflicts and try to resolve them. The couple will analyze both the good and bad parts of their relationship.
- Marriage counseling can help the couple learn skills to solidify their relationship. These skills may include communicating openly, problem-solving together and discussing differences rationally.
- In some cases, such as mental illness or substance abuse, the marriage counselor may work with other health care professionals to provide a complete spectrum of treatment.
- Talking about problems with a marriage counselor may not be easy. Sessions may pass in silence as the couple seethe over perceived wrongs. Or the couple may bring their fights with them yelling and arguing during sessions. Both are OK. The therapist can act as mediator or referee and help the couple cope with the emotions and turmoil. The marriage counselor shouldn't take sides in these disputes.
- The couple may find their relationship improving after just a few sessions. On the other hand, they may ultimately discover that their

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differences truly are irreconcilable and that it's best to end their relationship.

What if the partner refuses to attend marriage counseling sessions? An individual can go by himself/herself. It may be more challenging to patch up relationships when only one partner is willing to go to therapy. But one can still benefit by learning more about their reactions and behavior in the relationship.

The practitioner evaluates the couple's personal and relationship story as it is narrated, interrupts wisely, facilitates both de-escalation of unhelpful conflict and the development of realistic, practical solutions] The practitioner may meet each person individually at first but only if this is beneficial to both, is consensual and is unlikely to cause harm. Individualistic approaches to couple problems can cause harm. The counselor or therapist encourages the participants to give their best efforts to reorienting their relationship with each other. One of the challenges here is for each person to change their own responses to their partner's behavior. Other challenges to the process are disclosing controversial or shameful events and revealing closely guarded secrets. Not all couples put all of their cards on the table at first.

Basic Principles for a Counselor Include

- Provide A Confidential Dialogue, which normalizes feelings
- To enable each person to be heard and to hear themselves
- Provide a mirror with expertise to reflect the relationship's difficulties and the potential and direction for change
- Empower the relationship to take control of its own destiny and make vital decisions
- Deliver relevant and appropriate information
- Changes the view of the relationship
- Improve communication
- Set clear goals and objectives

As well as the above, the principles for a Couples Therapist also include:

- To identify the repetitive, negative interaction cycle as a pattern.
- To understand the source of reactive emotions
- To expand and re-organize key emotional responses in the relationship.
- To facilitate a shift in partners' interaction to new patterns of interaction.
- To create new and positively bonding emotional events in the relationship
- To foster a secure attachment between partners.
- To help maintain a sense of intimacy.

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Common core principles of relationship counseling and couples therapy are:

- Respect
- Empathy
- Tact
- Consent
- Confidentiality
- Accountability
- Expertise
- Evidence based

The practitioner evaluates the couple's personal and relationship story as it is narrated, interrupts wisely, facilitates both de-escalation of unhelpful conflict and the development of realistic, practical solutions] The practitioner may meet each person individually at first but only if this is beneficial to both, is consensual and is unlikely to cause harm. Individualistic approaches to couple problems can cause harm. The counselor or therapist encourages the participants to give their best efforts to reorienting their relationship with each other. One of the challenges here is for each person to change their own responses to their partner's behavior. Other challenges to the process are disclosing controversial or shameful events and revealing closely guarded secrets. Not all couples put all of their cards on the table at first. This can take time.

CONCLUSION

Every person is unique and responds to each type of counseling differently, so it is important to consider the right counseling style that will fit the needs of the client. Throughout the years, many different types of counseling have emerged from research and practice. Some methods of counseling are meant to target specific issues, while others focus on individual growth and change regardless of presenting problems.

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UNIT - 6
COUNSELING IN VARIOUS SETTINGS-II

INTRODUCTION

Healthy expression of sexuality comes in many forms. But sometimes, problems with sex or sexuality come up. People with a non-normative sexuality or gender may feel alienated from society. These feelings may cause mental health issues that bring them to therapy. Other people may seek therapy for issues related to sexual intimacy. Worries about sexual issues can profoundly affect a person's mood, thoughts, and well-being.

People may fear others will think their sexual concerns are inappropriate. They may not wish to talk to partners, family, and friends about these issues. This can cause anxiety, frustration, and shame. These feelings may lead to further distress. If someone feels uncomfortable discussing sex, therapy may help. Finding the right therapist can offer a person a safe place to share. People may share their fantasies, fears, memories, or desires about sexuality.

6.1 DE-ADDICTION COUNSELING

Counseling for Addiction helps individuals understand what causes addiction, learn to recognize risk factors for relapse and develop tools for coping with stressful situations.

The underlying causes of addiction are mostly genetic and environmental. A person's genetic makeup can make him or her more prone to sensation-seeking behavior, more compulsive and more vulnerable to addiction. Life events such as trauma, stress and early exposure to substances of abuse can also affect a person's vulnerability. Addiction causes physical and mental side effects. Physical side effects include cravings and withdrawal symptoms, and mental side effects include increased stress and feelings of depression, anxiety or loneliness. Effective treatment focuses on the genetic and environmental causes of addiction. It also treats the physical and mental side effects.

Kicking the habit of prescription drugs, street drugs or alcohol or any other addiction is a major achievement. Detox is only the start of a long process through which an addict learns to manage drug cravings and avoid relapse.

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Counseling is a mainstay of substance abuse treatment for many people. Cognitive behavioral therapy, family counseling, and other types of therapy can help an addict stay clean. Psychotherapy can also treat other mental health conditions that often play a role in substance abuse.

Individual vs. Group Therapy

While any counseling therapy for drug abuse treatment is better than none, group therapy is generally preferred over individual therapy. In group therapy, an addict is more likely to be both challenged and supported by peers who are also going through drug rehabilitation. Programs like Narcotics or Alcoholics Anonymous are also peer support groups. They can be a useful part of the recovery program. But they aren't led by a trained psychotherapist and, thus, are not the same as group therapy.

Individual therapy can help when the individual faces depression, bipolar disorder, or another significant mental health condition that requires treatment in its own right, separate from the issues faced by other members of the group.

Drug Rehabilitation

Drug Rehabilitation is the process of medical or psychotherapeutic treatment for dependency on psychoactive substances such as alcohol, prescription drugs, and street drugs such as cannabis, cocaine, heroin or amphetamines. The general intent is to enable the patient to confront substance dependence, if present, and cease substance abuse to avoid the psychological, legal, financial, social, and physical consequences that can be caused, especially by extreme abuse.

Various types of programs offer help in drug rehabilitation, including: residential treatment (in-patient/ out-patient), local support groups, extended care centers, recovery or sober houses, addiction counseling, mental health, and medical care. Some rehab centers offer age- and gender-specific programs.

Scientific research shows that effective treatment addresses the multiple needs of the patient rather than treating addiction alone. In addition, medically assisted drug detoxification or alcohol detoxification alone is ineffective as a treatment for addiction. The National Institute on Drug Abuse (NIDA) recommends detoxification followed by both medications (where applicable) and behavioral therapy, followed by relapse prevention. According to NIDA, effective treatment must address medical and mental health services as well as follow-up options, such as community or family-based recovery support systems. Whatever the methodology, patient motivation is an important factor in treatment success.

Behavioral Therapies

The main purpose of counseling and therapy for addiction is to address the underlying causes of the disease to prevent them from causing relapse. Counseling and therapy have proved effective in treating substance use disorders

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in addition to co-occurring mental health issues such as depression, anxiety and obsessive-compulsive disorder.

Today, therapy for substance use disorders is available in a variety of settings, including inpatient residential rehab programs, outpatient rehab programs, sober living communities, private practices and a variety of support groups.

The goal of therapy during a 30-, 60- or 90-day rehab program is to prepare individuals in recovery for life after intensive treatment, but many patients require continued therapy for many months or years after rehab.

Therapy often decreases in frequency and duration as a person learns to cope with the causes of his or her addiction and to handle life's stressors. However, many experts believe a person never fully recovers from addiction. People who experience a traumatic event or increased stress should turn to therapy to decrease the chances of relapse.

Therapy isn't a one-size-fits-all process. Different approaches are more appropriate and effective for different people, depending on their age, type of addiction and the factors that contributed to their addiction.

Addiction treatment centers use behavioral therapies more than any other therapeutic technique. Behavioral therapies help patients understand the causes of their addiction.

Types of behavioral therapy include

- Cognitive-behavioral therapy, which seeks to help patients to recognize, avoid and cope with situations in which they are most likely to relapse.
- Multidimensional family therapy, which is designed to support recovery of the patient by improving family functioning.
- Motivational interviewing, which is designed to increase patient motivation to change behavior and enter treatment.
- Motivational incentives, which uses positive reinforcement to encourage abstinence from the addictive substance.

Treatment can be a long process and the duration is dependent upon the patient's needs and history of abuse. Research has shown that most patients need at least three months of treatment and longer duration's are associated with better outcomes.

Detox keeps patients physically safe and as comfortable as possible during withdrawal. Therapy treats the mental aspects. Depending on the severity of the disease, detox can remove cravings and withdrawal symptoms in one to three weeks. However, most people require months or years of continuous counseling to recover from the mental side effects.

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Why Does an Addict Need Counseling

Addiction is more than a physical dependence on drugs or alcohol. Even after detox, an addict is at high risk for relapse. Certain psychological and social factors can be powerful triggers that lead to relapse:

- Stress, especially sudden life stresses
- Cues in the environment, like visiting a neighborhood
- Social networks, like spending time with friends who continue to use drugs or alcohol

These things can create a strong ongoing urge to use drugs again. Counseling helps an addict escape cravings and learn to manage what life without drugs or alcohol.

Several counseling therapies treat substance abuse. No one method is known to be better than another. Likewise, no one approach works for everyone with opiate addiction. The right treatment plan will be tailored to the type of addiction and individual needs.

The Role of the Counselor in Addiction Recovery

Substance abuse counselors provide a necessary support system for individuals recovering from their drug and alcohol issues, gambling addictions, and other behavioral issues. They help individuals with identifying behaviors and problems related to their addiction. Counselors are trained to develop recovery programs that help to re-establish healthy behaviors and provide coping strategies whenever a situation of risk happens. It's very common to see them also work with family members who are affected by the addictions of the individual, or in a community to prevent addiction and educate the public. Counselors should be able to recognize how addiction affects the whole person and those around him or her. Counseling is also related to "Intervention"; a process in which the addict's family and loved ones request help from a professional to get an individual into drug treatment.

This process begins with a professionals' first goal: breaking down denial of the person with the addiction. Denial implies lack of willingness from the patients or fear to confront the true nature of the addiction and to take any action to improve their lives, instead of continuing the destructive behavior. Once this has been achieved, the counselor coordinates with the addict's family to support them on getting the individual to drug rehabilitation immediately, with concern and care for this person. Otherwise, this person will be asked to leave and expect no support of any kind until going into drug rehabilitation or alcoholism treatment. An intervention can also be conducted in the workplace environment with colleagues instead of family.

By forming a relationship built on trust with their patients, counselors provide the support, resources, and judgment-free guidance that patients can utilize on their road to addiction recovery.

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Counselors in this field help addicts with both crisis and long-term addiction management issues, which can range from immediate medical intervention, to supporting them manage their recovery long term.

The role of the Counselor may be discussed as follows:

- **Create a Therapeutic Alliance with Patients**

The decision to seek treatment for addiction is no easy one, and requires a great deal of trust between patients and their counselors. As such, counselors should take care to create a strong bond with their patients, known as a therapeutic alliance.

A therapeutic alliance is the trust patients feel with their counselors, allowing them to feel vulnerable sorting out their problems and work together effectively. Strong alliances like this ensure that patients view their counselors as trustworthy, and know that their best interests are on the forefront. This allows counselors and patients to work together even during tribulation.1

While this trust takes time to develop, patients should eventually feel comfortable speaking freely during sessions, feel relief after an appointment, and feel a desire to go back.

Strong therapeutic alliances can be made by:

- Ensuring patients know you are interested in their well being
- Attentiveness during sessions
- Letting patients know you can empathize with their problems
- Understanding and communicating the foundational issues at play in recovery

Therapeutic alliances are a key factor to addiction recovery. By creating an environment where patients feel comfortable and welcome discussing their hardships, counselors can better help their clients on the road to recovery.

- **Encourage Patient Recovery**

Recovering from addiction is difficult, as many individuals with alcohol or drug dependency fail to recognize their own patterns of abuse, or have ambivalent feelings about seeking treatment. In substance abuse treatment, the patient's motivation to change has often been a source of frustration, since counselors have little control over a patient's desire to change.

The counseling community is rethinking current approaches to motivation, by empowering the counselor to elicit and enhance motivation, and to find a style that will best meet the needs of the client.

"The most desirable attributes for the counselor mirror those recommended in the general psychological literature and include non-possessive warmth, friendliness, genuineness, respect, affirmation, and empathy," according to de-addiction counselors. In comparison, confrontational counseling which included

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challenging the client, disputing, and refuting led to opposite results. "In this study the more a client was confronted, the more alcohol the client drank."

Although change is ultimately the in the hands of the patient, counselors can adapt their style to help enhance client motivation throughout each stage of their recovery. The counselor's role goes far beyond simply listening, teaching, and offering advice.

Instead, the responsibility of the counselor to help patients recognize problematic behaviors and help guide them into recovery, and empower them to take action and change these behaviors.

- **Help Patients Develop a Relapse Prevention Plan**

The chronic nature of addiction ensures that a large percentage of those diagnosed will relapse at some point during their recovery. Some studies indicate that an estimated 40-60 percent of addicts will relapse at some point during their life, which is on par with many well understood illnesses such as diabetes, asthma, and hypertension. But relapse doesn't mean treatment has failed, rather, it serves as an indicator that treatments need to be adjusted to best help the patient.

Once the decision to seek treatment for addiction has been made, it's important that patients are well equipped to avoid relapse in the future. Preventing relapse requires more than just the willpower to say "no" when temptation arises, and prevention needs to start early in the recovery process. Developing a comprehensive relapse prevention plan is an essential function of the counselor's role in addiction recovery.

Plans will be tailored to the needs of each individual patient, but essential elements include:

- A detailed account of the patient's experience with substance abuse including previous relapses
- Warning signs and ways patients can best manage them
- A detailed list of family, friends, and counselors that can be used as a support network
- An emergency relapse plan
- Specific lifestyle changes that patients can do to prioritize their well being

- **Meet With Family Members to Provide Guidance**

For family and friends of patients in recovery, addressing the addiction is one of the most difficult aspects of helping loved ones recover. Inadvertently, daily interactions with loved ones can enable the addict, and many family members choose to ignore the problem out of fear that their loved ones will be pushed away by the confrontation.

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As such, during addiction therapy treatment, it's important that family be well informed of how to handle their family member's addiction moving forward. Counselors can help patients families in a variety of ways, from mediating family therapy sessions, to helping them locate a support group.

The support of friends and family plays an integral role in recovering from addiction. Since recovery is a lifelong journey, having supportive family members who understand the process is of profound importance. Family members who are informed about addiction recovery can greatly increase chances of success throughout the recovery process, and in some cases can help keep addicts accountable. Substance abuse counselors can help families understand the complex road to recovery, and offer support for the difficult journey ahead.

- **Refer Patients to Outside Support Groups**

There are a variety of outside resources available to those recovering from addiction that is beneficial when combined with counseling treatment. As a counselor, referring patients to programs such as Alcoholics Anonymous and Narcotics Anonymous can add another level of outside support.

These community based programs provide an additional layer of accountability to those seeking rehabilitation, and by attending meetings, patients will be surrounded by individuals with similar backgrounds, and can further share their stories, wisdom, and struggles in a non-judgmental environment.

CONCLUSION

The role of the counselor in addiction treatment involves far more than just talking an addict through treatment. Counselors have to be highly empathetic people, who have a passion for building relationships with their patients. From providing a safe space for patients to openly talk about their struggles with addiction, to guiding family members through the recovery process, to addressing plans to avoid relapse, counselors play an important role in addiction recovery.

6.2 INDUSTRIAL COUNSELING

In the present highly complex environment, Industrial/Employee Counseling has become very important responsibility of HR managers as counselling plays vital role in different aspects of managing human resources like career planning and development, performance management, stress management, and other areas which may affect employees emotionally. Counselling has very wide application both within and without organizational context.

In the organizational context, it is a sort of discussion with an employee about a problem that has usually emotional content in order to help him cope

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with it in a better way. The basic objective of counselling is to bring an employee back to his normal mental position in which he was before the emotional problem emerged.

Such an emotional problem might have emerged due to the mal-adjustment of the employee because of organizational factors or his personal factors. Some of the organizational factors causing this mal-adjustment may be nature of job, nature of supervision, apathetic work group, interpersonal conflict, etc.

Employee's personal factors may be his personal and family life, unwelcome happening in his family life, his inability to meet job requirements, etc. All these factors lead to emotional mal-adjustment, and if it is not overcome by proper counselling, the employee may show the sign of breaking up which is dysfunctional to both the organization as well as the employee.

There may be situation in an organization when despite of everything being in perfect shape the employee does not perform well. This poses serious threats. An employee, who may be doing the work, but not performing well, is a liability for the organizations. The most effective and proven method of dealing with these kind of problems is counselling. Counselling has numerous benefits it not only supports good employee performance but also addresses the causes of poor and marginal performance.

Employee counselling is the most important tool of a supervisor who wants to improve the performance and behavior of employee. If performance problems persist even after feedback and coaching which are other two important tools with a manager, one may need to proceed to counseling.

Industrial/ Employee Counselling – Meaning

Counselling in industries has been found to be useful and of special assistance in alleviating attitudes that are detrimental to both the employee and the organization. At present, counseling in industries can be thought of as a type of interview in which attention is focused on the individual's feelings and attitudes towards a problem area and in which an attempt is made to help the person to reach a satisfactory solution to his problem.

Counselling in industries is a special method of problem solving which adopts the perspective that people can think well when they think aloud with someone else who will question their thoughts, help them to clarify their thoughts and help to start the process of generating solutions or managing situations more effectively.

Employee counseling is a vital part of performance review and potential appraisal, if these are to achieve their basic purpose of helping employees to improve and develop. Unless carefully and sensitively handled, employees may become more dissatisfied after the counseling than before.

Counselling is described as the help provided by the supervisor to the subordinates in analyzing their performance and other behaviors on the job, in

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order to improve their performance. Counselling is also used sometimes in the sense of coaching and reviewing one's performance. Such a review identifies not only the potential for development but also the training needs for further improvements.

Employee counseling is a method of understanding and helping individuals who have technical, personal and emotional adjustment problems interfering with their work performance.

The personal adjustment of an employee is often improved when he is able to obtain information that he needs for reaching an intelligent solution to his problems or when he is able to express his feelings without fear of reprisal. Counselling is a sophisticated form of communication in which attempts are focused to maintain constructive attitudes.

Viewed in this manner, counseling has been practiced in one form or the other since the evolution of mankind. In every field which requires dealing with people, counseling is essential

Employee Counselling – Concept and Definitions

Counselling is a two-way process in which a counselor provides help to the workers by way of advice and guidance. There are many occasions in work situations when a worker feels the need for guidance and counseling. The term 'counseling' refers to the help given by a superior to his subordinate in improving the latter's performance.

It is a process of helping the employees to achieve better adjustment with his work environment to behave as a psychologically mature individual, and help in achieving a better under-standing with others so that his dealings with them can be effective and purposeful. Thus, the basic objective of counseling is overall development of the employee.

Definition

According to Keith Davis – Employee counseling involves a discussion of an emotional problem with an employee with the general objective of decreasing it.

This definition has three concepts:

(i) Counselling deals with emotional problems.

(ii) Counselling involves discussion i.e., it is an act of communication. Successful counseling depends on communication skills, primarily face- to-face, by which one person's emotions can be shared with another.

(iii) The general objective of counseling is to understand and/or decrease an employee's emotional disorder. If two individuals merely discuss an emotional problem of either of them, a social relationship may be established, but hardly a counseling one, because intent is not there.

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For counseling to exist, an employee must be seeking an understanding or help and/or the other (known as counselor) must be offering it.

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Features of Industrial/Employee Counseling

The broad features or components of Industrial/Employee Counseling may be discussed as under: There are certain prerequisites of a successful counselor.

Industrial/Employee Counseling focuses on the problem, not the employee, and is positive and constructive.

- The first and foremost is that he/she should be approachable and possess good interpersonal and communication skills. Armed with an open mind and flexible and challenging attitude, should have a genuine desire to help others.
- Industrial/Employee Counseling is a formal straight, face-to-face conversation between a supervisor and an employee concerning conduct, and performance. It is an efficient means for a supervisor to have a positive effect on employee performance.
- Employee Counseling takes place in the context of a helping relationship in which both the counsellor and the employee work together to resolve a problem, change behavior or foster personal growth and awareness. The counselling relationship is confidential and not reciprocal. The focus of a counsellor is to offer support and encouragement to the employee.
- Employee Counseling is based on the premise that employee performance can be enhanced if the employee is properly counseled by skilled managers. Employee Counseling is defined as working to help poor or underperforming employees improve and therefore it is vital to have an effective and well-documented counselling for two important reasons – firstly to improve performance and secondly to serve as support and possible evidence for subsequent termination if the employee fails to improve.
- Managers frequently identify counselling as a task that they have trouble implementing. For successful counselling it is important to win the employee's confidence that change is needed, identify the problem, agree to specific actions the employee would take, providing regular feedback and recognizing improvements. Counselling helps in improving employee performance when applied properly and at the appropriate time.

Employee Counselling – Need and Objectives

Employees undergo tremendous stress of completing the targets, work-load, meeting deadlines, relations with subordinates or colleagues, work-life balance, lack of time and higher responsibility.

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Therefore, following are some of the reasons as to why there should be counseling at work places:

1. There is a need for the employees to come out from the problems, gives a new way to deal with the problems.
2. The employees need to know as to how much the employer care for the employee.
3. There is also a need to identify the work related problems and the poor performance.
4. There is a need to increase the productivity of employee and the confidence about the work.

Objectives of Employee Counselling

The objectives of employee counselling are multidimensional and all concerned parties are benefitted due to employees counselling. The parties involved in benefits from employee counselling are employee, family member, peers, subordinates, seniors, organization and society as a whole.

Due to this the popularity of employee counselling is increasing day-by-day in corporate section and mainly in medium and large sizes of organizations. The role of employee counselling in future will be more important.

The objectives of counselling could be stated as follows:

(i) Counselling is an exchange of ideas and feelings between two persons.

(ii) It is concerned with both personal and work problems.

(iii) Counselling may be performed by both professionals and non¬-professionals.

(iv) Counselling is usually confidential so as to have free talk and discussion.

(v) It tries to improve organizational performance by helping the employees to cope with their problems.

i. Helping employees to realize their potential.

ii. Helping employees to understand their strengths and weaknesses.

iii. Providing employees an opportunity to acquire more insight into their behavior and analyze the dynamics of such behaviour.

iv. Helping employees to have a better understanding of the environment.

v. Increasing personal and interpersonal effectiveness through effective feedback.

vi. Encouraging employees to set goals for further improvement; and

vii. Providing employees an atmosphere for sharing and discussing their tension, conflicts, concerns, and problems.

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In an organizational setup, the trusting relationship with the supervisors is known as a dyadic relationship but the dyad need not always be the subordinate's supervisor. He/she may be his/her mentor with whom the subordinate has developed a trusting rela¬tionship which nurture, support, and guide him/her.

The concept of mentoring relates to emotional support and guidance usually given by a senior person to a younger one known as protégé. Both counselling and mentoring involve help and support by a senior person to a younger one.

The three basic ingredients of the process are:

i. Communication

ii. Empowering, and

iii. Helping.

- Communication involves receiving messages (listening), giving messages (responding), and giving feed¬back. The counsellor or the mentor does all these.
- The process of empowering enables the other person to exercise more autonomy, providing positive reinforcement so that the desirable behaviour is further strengthened and creates conditions in which the person is able to learn from the behaviour of the men-tor.
- Finally, helping primarily involves identification of the developmental needs of the person being counseled so that he/she may be able to develop and increase his/her effectiveness.

6.3 CRISIS COUNSELING

At different points in life most people experience some kind of crisis. A crisis is defined as a situation or event in which a person feels overwhelmed or has difficulty coping. A crisis might be caused by an event such as the death of a family member, the loss of a job, or the ending of a relationship. During such times people experience a wide range of feelings, and each person's response to a crisis is different. It is normal to feel frightened, anxious, or depressed at such a time.

The roots of modern-day crisis counseling date back to World War I and World War II. Before this time, soldiers who exhibited significant psychological reactions to the experiences they had at war were frequently seen as weak or even disloyal. However, it soon became apparent that soldiers who were immediately offered treatment fared much better than their untreated counterparts. Crisis counseling involves providing support and guidance to an individual or a group of people such as a family or community during a crisis.

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Definition of Crisis Counseling

'A crisis refers not just to a traumatic event or experience, but to an individual's response to the situation. The events that trigger this crisis can run the gamut of life experience, from developmental hurdles (such as going through puberty) to natural disasters to the death of a loved one. Crisis counseling is an intervention that can help individuals deal with the crisis by offering assistance and support.'

The purpose of crisis counseling is to decrease emotional pain, provide emotional support, make sure that the person in crisis is safe, and help develop a plan for coping with the situation. Sometimes it also involves connecting a person to other community or health services that can provide long-term support.

Elements of Crisis Counseling

- Crisis counseling is intended to be quite brief, generally lasting for a period of no longer than a few weeks. It is important to note that crisis counseling is not psychotherapy.
- Crisis intervention is focused on minimizing the stress of the event, providing emotional support and improving the individual's coping strategies in the here and now.
- Like psychotherapy, crisis counseling involves assessment, planning, and treatment, but the scope is generally much more specific. While psychotherapy focuses on a broad range of information and client history, crisis assessment and treatment focuses on the client's immediate situation including factors such as safety and immediate needs.

There are a number of common elements consistent with the various theories of crisis counseling.

- **Assessing the Situation**

  The first part of crisis counseling involves assessing the client's current situation. This involves listening to the client, asking questions and determining what the individual needs to cope effectively with the crisis.

  During this time, the crisis counseling provider needs to define the problem while at the same time acting as a source of empathy, acceptance, and support. It is also essential to ensure client safety, both physically and psychologically.

- Education

  People who are experiencing a crisis need information about their current condition and the steps they can take to minimize the damage. During crisis counseling, mental health workers often help the client understand that their reactions are normal but temporary.

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While the situation may seem both dire and endless to the person experiencing the crisis, the goal is to help the client see that he or she will eventually return to normal functioning.

- **Offering Support**

  One of the most important elements of crisis counseling involves providing support, stabilization, and resources. Active listening is critical, as well as offering unconditional acceptance and reassurance.

  Offering this kind of nonjudgmental support during a crisis can help reduce stress improve coping. During the crisis, it can be very beneficial for individuals to develop a brief dependency on supportive people. Unlike unhealthy dependencies, these relationships help the individual become stronger and more independent.

- **Developing Coping Skills**

  In addition to providing support, crisis counselors also help clients develop coping skills to deal with the immediate crisis. This might involve helping the client explore different solutions to the problem, practicing stress reduction techniques and encouraging positive thinking.

This process is not just about teaching these skills to the client; it is also about helping the client to make a commitment to continue utilizing these skills in the future Crisis counseling can be linked to health education if it is used to increase knowledge of how to avoid or cope with a crisis in the future. It can also be used to change people's attitudes and beliefs about people in crisis, and to provide people with information about help available in their community. Public health professionals, for example, might educate a community on how to cope with a natural disaster such as a hurricane or an earthquake.

Crisis counseling is also related to health promotion. People can be taught useful skills that will help them to anticipate and cope with a crisis. Skills, information, and support services gained through crisis counseling can also help a person or a group of people to improve their health and quality of life. Crisis counseling can also be tied to health promotion through the development of health-related public policy and supportive environments. For example, public health professionals might create a policy to build crisis counseling centers or to develop a peer counseling program in high schools or colleges.

A valuable tool for public health, crisis counseling has several advantages over other types of counseling or health services. It is relatively low-cost and simple to provide, and it is flexible and easy to learn. A wide variety of health professionals, including doctors, nurses, psychologists, and social workers, can be taught to help people through the application of crisis counseling techniques. Crisis counseling services can also be provided in a wide variety of places or settings, including hospitals, community clinics, military bases, and police stations, as well as through telephone-based services. New technologies have also created the possibility of Internet-based crisis counseling.

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Such services provide an important link between a community and the health care system. By using these resources people can sometimes get the help they need without using more expensive health care services, and they can often take advantage of twenty-four-hour crisis services. People with chronic health problems such as schizophrenia or depression can also get help from twenty-four-hour services when their physician or psychiatrist is not available. Many communities have developed peer counseling programs for specific groups such as adolescents and senior centers.

Challenges in Crisis Counseling

Public health professionals who offer crisis counseling have been faced with a growing variety of issues and clients. Many communities are home to an increasing number of people from a wide variety of cultural and ethnic backgrounds. There are also older people in society than ever before. These trends have increased the number of incidents of elder abuse, hate crimes, and cultural clashes. These types of events, along with issues such as AIDS (Acquired Immunodeficiency Syndrome), have increased the workload of crisis counselors.

The field has also grown with the development of "first response" programs. Police officers, firemen, paramedics, and others are being trained to deliver on-the-spot crisis counseling. People working in public places such as shopping malls and airline terminals are also learning how to do crisis counseling in order to deal with unhappy or violent customers. These types of programs only add to the importance of crisis counseling for individuals, families, and communities.

CONCLUSION

Counselors and therapists help their clients in a variety of ways, and there are many different types of counselors depending on their specialty. Counseling is a very broad category that encompasses many opportunities in a number of counseling subfields.

Counselors work in schools, hospitals, rehabilitation facilities, among other locations, or they can maintain a private practice, and there are many ways in which to specialize during their counseling career.

Professional Counseling is a rapidly developing field, responding to the current changes in economics, life-styles, and education. Counselors may study a range of topics from violence to assisting impoverished children. During the last forty years, Counselors have focused on a holistic approach to solving an individual's problems, looking at factors ranging from school and home environment to concerns about mental health issues. This holistic approach is allowing Counselors to better respond to a client's entire environment, making evaluation and treatments more effective for the individual and the family.

A career in Counseling can be a rewarding and fulfilling job. With a variety of work environment options, an increasing need for more professional counselors in years to come, as well as many areas to specialize in, counselors can expect to have a vibrant career over the long term.

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UNIT - 1 NATURE OF BUSINESS

1.0 INTRODUCTION

Business means all those human activities which are related to the production and distribution of goods and services with the object of earning profit. The industrial revolution of the 18th century increased the scale of production, division of labor, specialization and standardization of goods. Business has increased the comforts of life of the people by mass production and distribution of goods. This chapter aims at explaining the basic of business as regard its definition, scope, characteristics and essential requirements for success of business in this modern era.

1.1 UNIT OBJECTIVES

- To define and evaluate the concepts of business and appreciate the variety of possible meanings.
- To understand the wide scope of business activity.
- To understand the economic nature of business, and difference between economic and non-economic activities.
- To identify essentials for a successful business.

1.2 CONCEPT OF BUSINESS

Business means a state of being busy; business includes economic activities which satisfy the human wants. These activities can either be manufacturing or selling goods or rendering of services. All activities carried out to supply goods and services, activities adding utilities to production, satisfying human needs and earning profit are called business. The main aim of today's business is to satisfy consumer needs and thus people occupy a central place around whom, by whom and for whom business is run.

Business is a broad term and covers a wide range of activities, it includes trade, commerce and industry and may be owned by few persons privately or by public at large Business cannot be said to be a purely economic organization as it is connected with social and environmental aspect of the society, it promotes

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innovation and improvement in production processes and thus enriches the life of the people by providing better and better goods and services to them

1.2.1 Meaning and Definition

Human beings are continuously engaged in some activity or the other to satisfy their unlimited wants. Business is an activity which is related with regular production of goods and services to satisfy human wants. It's an organization or economic system where goods and services are exchanged for one another or for money.

The term business has been defined by various experts in following way

1) Bayard O wheeler: *"business is an institution organized and operated to provide goods and services to society under the incentive of private gain"*

2) L.H, Haney, *"Business may be defined as human activities directed towards providing or acquiring wealth through buying and selling of goods".*

3) Louis E. Boone and L. Kurtz said, *"Business consists of all profit seeking activities and enterprises that provides goods and services necessary to an economic system."*

4) Skinner and Ivancevich said, *"Business is the exchange of goods, services or money for mutual benefit or profit."*

5) According to James Stephenson, *"Economic activities performed for earning profits are termed as the business."*

From the above definitions, it is clear that business is the economic activity of individuals and organizations aimed to earn profit through the production and distribution of goods and services.

Generally, there are two concepts of business

- **Traditional Concept**

  The traditional concept explains that the purpose of business is to earn profit through production and marketing of products. Products may be different types. For example physical goods, services, ideas and information etc. The main motto of business is to maximize 'profit only' as per traditional concept.

- **Modern Concept**

  Consumer satisfaction is the central point of the modern concept of business. Profit can be earned by maintaining social responsibility. It strives to include every aspect of human civilization. It views the modern business as a socio-economic institution which is always responsible towards the society.

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1.2.2 Nature and Scope of business

The term business is very wide. It covers all the activities related to production and distribution of goods and services from the place of productions to the final consumers with an aim to earn profit. The business activities can be grouped under two heads. These Business Activities are also known as business components which actually define the scope of business.

The two heads are

1) Industry
2) Commerce.

A) Industry

The word "Industry" refers to that part of business activities which is related with the extraction, production, processing or fabrication of products. The products which are raised, produced or processed by an industry may either be used by the ultimate consumer or by another concern for further production. The output of the industry which is consumed by the final consumers is named as 'consumer good' e.g. clothes. If the output is used for further production of wealth it is called producers' or capital goods. In case the goods produced by an industry are further processed into finished products by another concern they are called as intermediate goods. i.e. Plastic.

On the basis of activity; industry is further classified into following types as under

1) Extractive Industry

Extractive industries are those industries which extract or raise some form of wealth from above or beneath the surface of the earth. i.e. from soil, air, water etc. e.g. Mining, fisheries forestry, agriculture, pisciculture lumbering etc.

2) Genetic Industries

These industries are engaged in meeting the basic needs of human being. They are also called as primary industries. These industries include, reproducing and multiplying certain species of animals and plants and selling them in the market for profit i.e. Cattle breeding farms, poultry farms, plant nurseries, saplings etc.

3) Constructive Industries

Constructive industries as the name signifies are engaged in the construction of building, canals, bridges, dams, roads etc. These industries differ from other industries in two ways;

(1) Their products are constructed and fabricated on sites; these require engineering and architectural skills.

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(2) The products of these industries cannot be taken to the market for sale.

4) Manufacturing Industries

Manufacturing industries are those which are concerned with converting raw material or semi-finished products into finished products. They create 'form utility' in goods and make them suitable for human use. The raw material of this industry is usually the finished product of extractive industry. e.g. Iron and steel industry, sugar industry, cotton textiles etc.

5) Service Industries

Service industries are usually engaged in the manufacturing of intangible goods which cannot be seen or touched by naked eye. i.e., goods which do not have any physical form. These services cannot be stored for future consumption; however, these intangible goods also have utility for consumer (i.e., these goods have want-satisfying attributes). Examples of service industries could include: banking and financial institutions, advertising agencies, transportation and communication companies, insurance companies, hotels and restaurants and so on. The service of professionals such as doctors, lawyers are also examples of service industries

B) Commerce

Commerce is the second branch of business. It is a very important component of business and is concerned with the buying and selling of goods. It includes all the activities which are connected with the exchange of goods from the place of production to the ultimate consumers. Commerce includes all those activities which facilitate trade. According to James Stephenson. "Commerce embraces all those processes which help to break the barrier between producers and consumers. It is the sum total of those processes which are engaged in removal of hindrance of person, place and time in exchange of commodities"

The whole range of commerce activities are classified as under

1) Trade

Trade is an important organ of commerce. The process of buying and selling of goods is called Trade. It is the exchange of goods and services among buyers and sellers in which both the parties are benefited. Trade is classified into two types.

(a) Internal Trade

it is the home trade and consists of buying and selling of goods within a country. Internal trade may be - Wholesale Trade. And Retail Trade

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The process of purchase of goods in huge quantity from producers and their resale to retailers is known as wholesale trade. The retailer then further sells these goods to the final consumers.

Retail Trade involves the sale the goods and services to the consumers in small quantities. It is the link between the wholesalers and consumers.

(b) External Trade

The purchase and sale of goods between two or more countries is called external trade or international trade. There are three main aspects of external Trade -Import Trade, Export Trade and Entrepot or re-export trade

When goods are bought from other countries it is import trade and when goods are sold to other countries it is export trade. Entrepot or re-export trade involves the import of foreign goods with a view to re-exporting them and making a profit in the process.

2) Aid to Trade

The activities which help in the purchase of goods and services; help in exchange of goods and services are called aids to trade. They include all ancillary services like bank, insurance, transport, warehousing etc. The important of these services are as follows:-

a) Banking

Banks play a vital role in financing the different trade activities. They provide financial facility to the traders. They also support the buyers and sellers of goods in receiving and making payments, both at the national and worldwide level. The credit facility in the form of cash credit, overdrafts and loans is provided to the traders.

b) Insurance

Insurance is very essential aid to trade. It provides protection against the risk of damage of goods due to fire, flood, earthquake or other causes. The insurance companies make good the loss of commodities due to fire floods etc to the traders on payment of insurance premiums. Insurance thus helps in the expansion of trade.

c) Transport

Transport facilities help traders in carrying goods from the places of production to the place of actual users. Due to this goods can be transferred all over the country and also in foreign countries, leading to increase in trade transactions. e.g. Railways, ships, airlines etc.

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d) Warehousing

Warehousing plays a significant role in the storage of goods. Nowadays most of the goods are produce in anticipation of demand. They are to be stored in safe places and released as and when demanded in the market. Thus Warehousing helps in overcoming the barrier of time and creates time utility.

e) Advertisement

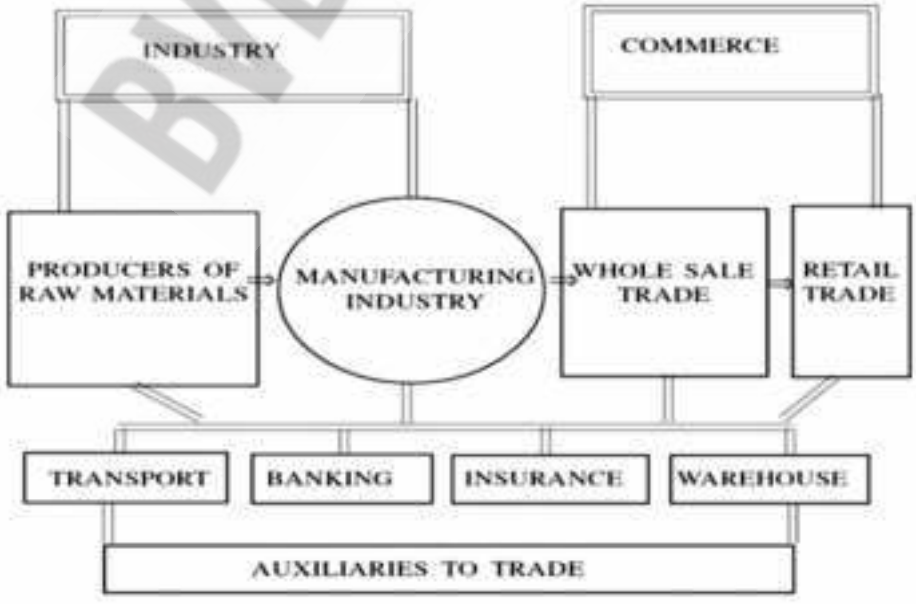
Advertisements play a vital role in increasing the sale of goods. Advertisement regarding the product through newspapers, magazines, radio and television has greatly helped the consumers in choosing the goods of their taste. The consumers come to know about the quality and price of the goods and selects the product that suits them.

f) Agents

There are middlemen (wholesaler, retailers and brokers) who act as agent between the producers and the consumer. They bring the seller and buyer of goods together and help them in completing the transaction of goods. These agents act for commission and have greatly helped in the distribution of goods from the producers to the consumers Thus we see, Industry, trade and aids to trade are closely related to each other. As such, they affect and are, in turn, affected by each other. Each component of business has to depend upon the other for the realization of its objectives.

Industry is concerned with the production of goods and services while commerce helps in the distribution of these products. Commerce helps in understanding of the market situation, which it gets through 'marketing research'. Thus Trade, industry, and commerce are closely related to each other.

FIG. RELATIONSHIP OF INDUSTRY, COMMERCE AND TRADE



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1.3 CHARACTERISTICS OF BUSINESS

Every business activity involves risk and uncertainty to some extent. Hence, some of the essential characteristics of business are as follow:

a) Social Institution

Though business is an economic activity, it is now well recognized as a social institution. Society is a corner stone of business sand therefore without society it cannot survive.

b) Deals in Goods and Services

People in business are engaged in production and distribution of goods and services. The goods may be consumer good like bread, butter, milk, tea, etc. or capital goods like plant, machinery, equipment, etc. The services may be in the form of transportation, banking, insurance, warehousing, advertising and so on.

c) Production and exchange

If a person produces or buys a product for self consumption or for gifting it to another, he is not engaged in business. But when he produces or buys goods to sell it to somebody, he is engaged in business. Thus, in business the goods and services produced or purchased must be exchanged for money or for goods (under barter system) between the buyers and sellers. Without sale or exchange of goods the activities cannot be treated as business.

d) Regularity of transactions

The production or buying and selling activities must be carried out on a regular basis. It must continuously and regularly produce and sell goods and services to customers. One time dealing cannot be termed as a business.

e) Requires Investment

Every business activity requires some amount of investment in terms of land, labor or capital. These resources are utilized to produce a variety of goods and services for distribution and consumption.

f) Profit motive

Profit is an essence of business. Business activities are performed with the primary objective of earning profit. Without profit it is not possible to survive for a long period. Earning of profit is also required to grow and expand the business. It is true that, without profit no one can take

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risk of business; however maximization of profit should not be the only aim of business.

g) Element of Risk and Uncertainty

Business is a place of risk. The risk of loss is always present in every business activity. The businessman who invests in various resources expects a fair amount of return. But, in spite of his/her best effort, the reward he/she gets is always uncertain. The business normally aims at earning profit, Sometimes he/she enjoys profits but at times suffers heavy losses. This happens because the future is unpredictable and there is no certainty that the business activity will always result in profit.

h) Customer Satisfaction

Every business activity is centered on customer service and their satisfaction. No business can exist over a long period of time without satisfying the needs and wants of the customers.

1.4 BUSINESS AS AN ECONOMIC ACTIVITY.

Every human being performs different types of activities to gain his/her wants and desires. Many of these wants and desires are inherent, as they are biological compulsions and instincts for their survival whereas other types of wants and desires are boundless and provide full satisfaction. So, all human beings must perform different types of activities for their survival and satisfaction. All the activities that the human beings perform can broadly be classified into the following two activities:

a) Economic Activities

The activities through which the human beings can earn income and generate wealth are known as economic activities. They are basically concerned with production and distribution of goods and services which are used to satisfy human wants/needs. There are three essential features of economic activities:

- Objective of economic gain
- Creation of utilities through provision of goods and services and
- Satisfaction of other people's needs

b) Non-economic Activities

The human activities which are carried out to satisfy social, psychological and emotional needs are called non-economic activities. These activities are performed for personal satisfaction and are inspired by pleasure, affection, love, charity and other similar sentiments. Such activities are not concerned with earning money.

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Differences between Economic and Non-Economic activities

Bases of difference	Economic Activities	Non-economic Activities
Meaning	They are the activities which are performed for earning money	They are the activities which are performed to satisfy social, cultural and psychological needs
Purpose	These are undertaken with an economic motive	These are undertaken with a social or psychological need
Outcomes	These result in the production and distribution of goods and services	These result in the mental satisfaction
Measurement	These can be measured in terms of monetary income	These are measured in terms of human satisfaction

1.5 OBJECTIVES OF BUSINESS

Goals and objectives are the ends towards which actions or operations are directed. Business objectives are the result one hope to achieve and maintain as he runs and grows his business. Having a comprehensive list of business objectives creates the guidelines that become the foundation for business planning. An objective denotes a goal for the achievement of which efforts are directed. Every business has its sets of objectives. The objectives of the business are covered under the following categories.

A) Economic objectives

The following are the Economic Objectives of a business:

1) Profitability

Every business is started for earning profit because profit is the acid test of every business, maintaining profitability means making sure that revenue stays ahead of the costs of doing business. A profit is a reward of risk and a common measure of its performance and efficiency

2) Production of goods.

Earning of profit can be made when exchange of goods takes place; so every business has the objective of production of goods.

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3) **Productivity**

Employee training, equipment maintenance and new equipment purchases all go into company productivity. Your objective should be to provide all of the resources your employees need to remain as productive as possible.

4) **Creation of customers**

Keeping your customers happy should be a primary objective of your organization. The primary aim of business is to effect sale for the product produced. This can be made possible through creation of customers by satisfying their needs.

5) **Research and Development**

A business cannot afford to be static. Research and development or innovation improves your company's capabilities for serving the market and its interests. A basic market research may go a long way in helping the business attain its financial, market and reputational objectives

B) Human Objectives

Human objectives require careful consideration and well-being of shareholders, consumers and employees. The following are the human objectives of the business:

1) **Welfare Facilities**

The business should render welfare to its employees. This may lead to increase in the loyalties of the workers towards the business.

2) **Customer Service**

Good customer service helps to retain clients and generate repeated revenue. The consumer should be supplied with qualitative products so that they will feel satisfied. Keeping customers happy should be the primary objective of the organization.

3) **Increasing Return on Investment**

Increased return on investment shows how quickly your business returns profit on the money or capital that interested parties have invested in it. The business should have the objective of providing enough satisfaction to the shareholders. They should feel that their money is not misused by management.

C) Social Objectives

Business is considered to be a social institution which operates in the society. Thus business has certain social responsibilities and is required to undertake those activities which are essential for the betterment of the society.

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The following are some Social Objectives of the business

1) Supply of goods and services

The basic obligation of the business towards the society is to ensure continuous supply of goods and services at right quality and reasonable price .If the business fails to complete this objective it will be driven out of the society.

2) Public Interest

The business should help the government in formulating the policies of socialistic pattern of society. It should render service to the community and contribute to its welfare

3) Employment opportunities

One of the important objective of the business is to provide adequate employment opportunity to the members of the society. This is very important in developing countries, where unemployment is a serious economic problem

D) National Objectives

The business enterprise contributes substantially for the upliftment of the nation. The business should have the objective of being helpful to the government. The business is the main contribution of funds to the government.

The followings are the national objectives of the business

1) Achieving Business Globalization

Businesses should grow its market share not only within the country's borders, but also across the globe. One can measure globalization by identifying the amount or number of exports it makes.

2) Protection of national interest

It is expected that business should function in the national interest and in accordance with the policies framed by the government. The business should aim at improving the economic position of the society.

3) Growth opportunities

The business should help in providing skilled personnel for the country, by providing opportunities to acquire and develop new abilities and skill.

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1.6 STRUCTURE OF BUSINESS (CLASSIFICATION OF BUSINESS ACTIVITIES)

Sectors of Economy: Primary, Secondary, Tertiary, Quaternary and Quinary

Human activities which generate income are known as economic activities. Economic activities are broadly grouped into primary, secondary, and tertiary activities. Higher services under tertiary activities are again classified into quaternary and quinary activities.

Primary activities

Primary activities are directly dependent on environment as these refer to utilization of earth's resources such as land, water, vegetation, building materials and minerals. It thus includes, hunting and gathering fruits and roots, pastoral activities, fishing, forestry, agriculture, mining and quarrying. People engaged in primary activities are called red-collar workers due to the outdoor nature of their work.

Secondary activities

Secondary activities add value to natural resources by transforming raw materials into valuable products. Secondary activities, therefore, are concerned with manufacturing, processing and construction (infrastructure) industries. People engaged in secondary activities are called blue collar workers.

Tertiary activities

Tertiary activities include both production and exchange. The production involves the provision of services that are consumed. Exchange, involves trade, transport and communication facilities that are used to overcome distance. Tertiary jobs = White collar jobs.

Quaternary activities

Quaternary activities are specialized tertiary activities in the 'Knowledge Sector' which demands a separate classification. There has been a very high growth in demand for and consumption of information based services from mutual fund managers to tax consultants, software developers and statisticians. Personnel working in office buildings, elementary schools and university classrooms, hospitals and doctors' offices, theatres, accounting and brokerage firms all belong to this category of services. Like some of the tertiary functions, quaternary activities can also be outsourced. They are not tied to resources, affected by the environment, or necessarily localized by market.

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Quinary activities

Quinary activities are services that focus on the creation, re-arrangement and interpretation of new and existing ideas; data interpretation and the use and evaluation of new technologies. Often referred to as 'gold collar' professions, they represent another subdivision of the tertiary sector representing special and highly paid skills of senior business executives, government officials, research scientists, financial and legal consultants, etc. Their importance in the structure of advanced economies far outweighs their numbers. The highest level of decision makers or policy makers performs quinary activities. Quinary = Gold collar professions.

1.7 REQUISITES FOR SUCCESS IN MODERN BUSINESS.

Modern business has become complex and complicated. The improvements in technology and changing consumer preferences are creating more challenges for the businessman. All aspects of an enterprise, i.e., production, financing, organization and marketing should be properly arranged and co-ordinated to make a business successful. A business has to co-ordinate various factors of production for achieving a given objective. All factors are equally important for making the business a success. Various departments should work in co-ordination with each other and organizational and financial planning should by properly determine.

The businessman has to take certain line of action to make his business a success. They are

1. **Objectives**

   For the success of any business organization, determination of its objective is very essential. It should be clearly described and also be realistic. One must know as to what is to be done. Only after deciding the objective, the ways and the means will be determined to achieve the objectives. Each activity of the organization should be directed towards the achievement of its objectives.

2. **Planning**

   Planning involves forecasting and laying down the course of action. It involves planning for both present and future. In planning for the future, an effort is made to estimate the future uncertainties and determine the possible course of action for the coming period. Thus, planning also helps the management to prepare itself for facing the uncertainties of tomorrow. It enables the firm to run smoothly and thereby reduces the risk of loss. Thus, it is considered as the essence of business.

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3. **Sound Organization**

Sound organization is very essential for the success of any business. It is a medium for exercising effective control and management of any business. Organization is an arrangement by which tasks are assigned to employees so that their individual efforts contribute effectively to the achievement of clearly defined purposes. The duties and responsibilities of all persons are defined and they should know what they are to do. An effective organization system is essential for the success of a business. A suitable internal organization should be developed. No work should be left unassigned. The supervisors and subordinates should know their roles in the business.

4. **Location and layout**

Favorable location and suitable size have a great bearing on the success of any business concern. The plant should be located at a place where all factors of production are available at lowest costs. Raw materials, labor, power and markets for the finished products should be available near the place of location.

After deciding about location, a decision is made about layout of the plant. The setting up of the machinery and equipment should be systematic so that the flow of production should be smooth and uninterrupted. Proper layout will enable the economical use of available space. Proper location and layout of the business are necessary for the success of a business.

5. **Research**

Research is necessary for the organization in order to improve the methods and techniques of production, quality of the products and also to introduce new products. It enables the businessman to meet the changing needs of customers demand and also competition among the producers. One can compete with changing business world only through research programmes. Thus, research activities are necessary for the success of an enterprise.

6. **Dynamic leadership**

The success of an enterprise will depend upon the efficiency of its management. The task of management is to plan, organize, co-ordinate and direct various activities for achieving business objectives. This will be possible only if the leadership is dynamic. The head managing the enterprise should have foresight, initiative, courage and aptitude for a change.

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7. Adequate Finance

Finance is the lifeblood of the organization. Inadequate finance may lead to losses in the firm. Hence, arrangements should be made to meet the short-term and long-term requirements of the organization. Flow of funds and employment of funds should be planned well in advance. Source of capital must be properly taken into consideration & it must be flexible

8. Efficient Management

In order to achieve its objectives, effective and efficient management is essential. No firm can achieve success unless it has an efficient management. It is possible only when the managers are competent in performing their duty. More effective the management more the success of business.

9. Effective Distribution System

The goods produced have value only when they are made available to the consumers. The object of producing goods itself is to distribute it for value. Therefore, in every business organization it is essential to have effective distribution system. Management should decide about the channels of distribution. Whether to sell directly to consumers or to sell through wholesalers? It should be decided after taking into consideration various aspects of goods.

10. Maintenance of Better Employee relationship

Cordial employee-employer relationship is very essential for the successful operation of the business concern. Employees are to be rewarded, well treated and also provided with all amenities to ensure job satisfaction. This will definitely boost up the employee morale and ensure their cooperation.

11. Marketing System

The marketing aspects of a business are more important than even production. There is no use of producing a thing if it cannot be sold. Marketing management is essential for earning profits.

12. Employee Morale

Employee morale will also help to do the work efficiently. It encourages the employee to work properly and make conscious efforts towards their work.

13. Motivated and skilled Employees

All business plans and policies are executed by employees. The success of any business largely depends upon the ability and

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willingness of employees to perform organizational activities. When employees are motivated and skilled they can perform the organizational activities effectively and efficiently

1.8 TRAITS OF A SUCCESSFUL BUSINESSMAN

Presently the development of science and technology in every walk of life has made modern business a complex one. Successful business people have many traits in common with one another. Here are a few traits of a successful entrepreneur.

1. Discipline
2. Confidence
3. Open Minded
4. Self-Starter
5. Competitive
6. Creativity
7. Determination
8. Strong people skills
9. Strong work ethic
10. Passion
11. technical skill
12. Courteous
13. Innovative
14. Leadership Qualities

1.9 SUMMARY

This unit highlights the meaning, nature and scope of business; it helps to understand the objectives and characteristics of a business. L.F.Urwick has rightly said "Earning of profit cannot be the objective of a business any more than eating is the objective of living". The unit also explains the structure of business and its classification into various sectors .The unit also explains the essential of a successful business and traits of a successful entrepreneur.

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1.10 QUESTIONS AND EXERCISE

Q1) Meaning and scope of business,

Q2) Difference between economic and non-economic activity

Q3) Structure of Business and its classification into various sectors

Q4) Essential factors for a successful business.

1.11 TASK

Students can undertake a small field exercises (it can be their own organization, if in job/business) wherein they are required to collect information related to the nature of the organization, structure, constitution, objectives, goals etc.

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UNIT - 2 EVOLUTION OF BUSINESS

2.0 INTRODUCTION

Evolution is a slow process of change from one form or level to a better or higher one, or that brings into being a superior or new order. Evolution does not occur in a straight, steady progression. Evolution of business means its origin, growth, and continuous development with expansion in various sectors that contribute and run economies.

The business evolution went through many progressive stages or so called developmental steps. In each stage of progress, it evolved itself and got more mature than its previous state. It is evident that, at every step of evolution; it expanded its scale of operations and also widened its modes of communication. It is continuously evolving since then.

2.1 UNIT OBJECTIVES

After going through this unit you will be able to:

- Understand the evolution of business
- Study the various stages of evolution in commerce and industry.
- Study the industrial revolution
- Understand the beginning and growth of Indian Business
- Study Industrialization in India.

2.2 BEGINNING AND DEVELOPMENT OF COMMERCE AND INDUSTRY

The word business technically means a state of being busy. Every person is engaged in some kind of occupation, the primary aim of all these persons is to earn their livelihood while doing some work.

The Evolution of Business can be studied by dividing it into two parts:

1. Evolution of Industry
2. Evolution of Commerce

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(1) Evolution of Industry

Industry is concerned with the production of goods and services. There was a time in the history of mankind when there were no industrial activities. Our primitive ancestors consumed what they produced. Hunting was the first stage in the evolution of man. The needs of man were limited only to food, clothing, and shelter. This was an economy of self-reliance.

Gradually man entered in pastoral stage under which he started domesticating animals for milk, meat and skin. He lived near the banks of lakes and rivers because of availability of grass and water. Later, man entered the agriculture stage where he began cultivating land to grow food grains. The economy of the household remained self-sufficient.

The evolution of industry can be traced from handicraft stage where goods were manufactured for local people.

(a) Handicraft Stage

People came to know that they are skillful in producing a few commodities. Hence, under handicraft stage artisans living in a village, produced products for the local people and got in exchange what they needed. At this stage, artisan used simple hand tools and manual skill for producing the goods. Machines were not used. The organization of work was quite simple and there was no division of labor. The money as a medium of exchange helped the expansion in industry and trade. Modern means of transport were not available

(b) Guild System

The second stage was the development of guilds. A guild may be defined as an organized group of artisans or traders. In the middle age (up to 15th century) working people organized themselves into Guilds. These Guilds were – Merchant Guilds and Artisan Guilds. The merchant guilds were associations of traders. Artisans engaged in the same line formed artisan or craft guilds. The guilds were able to help the growth of industries development. It protected the interests of its members and also provided opportunities and training. The members were expected to maintain proper standard of quality and workmanship. Reasonable profitability was ensured to the craftsman.

(c) The Domestic System

With the fall in guild system, a new system developed which was known as Domestic System. With the increase in population, the demand for goods increased considerably. The artisans were not able to procure huge quantities of raw materials. They were also unable to purchase latest tools because of their limited resources. Thus a new class of entrepreneurs came into existence these merchants who had to market goods in different places saw that the production was

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according to the needs of the market. Initially they entered into contract with artisans, later with increase in demand they bought raw material and supplied to the artisans who worked in their homes. Then further various artisans were given raw material and supervised under one roof through agents or personally. These places of work came to be known as manufactories.

(d) The Industrial Revolution

The term 'Industrial Revolution' is used to describe a series of changes in the British industry during the later part of the 18th century and the earlier part of 19th century. A number of inventions took place in England, which changed the entire technique of production.

The word 'revolution' means a fundamental change. In this sense, the industrial revolution was a change in (a) industrial method- from handwork to work done by machines driven by power, and (b) industrial organization- from work at home to work at factories. The consequences of the industrial revolution were mass production, mechanization, standardization, the growth of capitalism, specialization and improvement in the standard of living.

(e) Present Stage

The present age has been termed as an era of large-scale production. The golden age of innovation The 20thcentury has seen evolution in technology. Today's modern era with industrialization, use of technology, computerization, modernization robotizing is the most developed stage of industries. With automation, industrial work can be done faster and better. All complicated jobs are done with the help of machines.

The computer system helps to analyze various results. There are huge number of industries producing large number of goods to meet large amount of needs and wants by providing many jobs and salaries.

(2) Evolution of Commerce

Commerce includes all those activities, which are concerned with the distribution of goods and services. It includes purchase and sale of every kind and also the various services like transport, banking, insurance, warehousing, etc. which facilitate trade. It provides a link between producer and consumer.

Commerce has been expanding along with the development of society. It has passed through a number of stages to reach the present level. The standard of living is directly influenced by the degree of development of commerce. Following are the stages in the evolution of commerce:

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a) The Hunting Stage

This was the first stage in the evolution of man. The needs of the man were limited only to food, clothing and shelter. He depended upon nature for food. The animal flesh, fish, fruits, roots and berries were his main sources of food. His main activity was hunting and fishing. The life in this age was nomadic. People used to live in groups to protect themselves from animals. There was no division of labor and food articles collected by men were shared by all. This was an economy of self-reliance and no dependence on others. There was no question of exchange of goods so commerce was non-existent in this stage.

b) Pastoral Stage

The uncertainties in depending upon hunting, made man start rearing animals. They reared animals for food and their skin was used as clothes. Man moved in tribes in search of new pastures, lakes and rivers where he used to settle as long as his requirements of water and grass were met. There was no division of labor and people used to depend upon their own means of livelihood. There was hardly any exchange of goods among people. In the absence of exchange there was no commerce at this stage too.

c) Agricultural Stage

Man developed the art of cultivation of land and started living in a fixed place. They started settling down at places where water was available. People started sowing seeds and rearing cattle on the land which they shared in common. All production was for the use of whole tribe and they were self-sufficient in meeting their requirement. There was a shift from hunting to agriculture. This marked the beginning of the growth of collective living which led to the emergence of communities and villages.

d) Barter Economy Stage

Barter System involves exchange of goods and services for other goods and services. This marked the beginning of the true form of business activities. Commerce made its beginning and barter (exchange of goods for goods) began to be practiced. Means of communication were either absent or wholly primitive and trade was non-existent. The barter economy laid foundation for increase in the other commercial activities like trading, division of labor, employment of slaves to get the work done etc.

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e) Money Economy Stage: (The Rise of Trade)

The barter economy however, had its own drawbacks. The drawbacks were:

i) Absence of double co-incidence of wants:

ii) Lack of common measure of value:

iii) Lack of storage facilities:

iv) Lack of sub-division:

The difficulties of barter system compelled people to find out some common medium for exchange. Several commodities like shells, cattle, oxen, precious stones, metals etc. have been used for money from time to time. Still later various metals were converted into coins of definite size and weight. So the introduction of money led to the growth of commerce.

f) Town Economy Stage

The development of a common medium of exchange led to the increase in the trading activities. People started producing goods for sale. Gradually the traders started selling at particular places, which later on became marketplaces or trade centers. This led to the growth of towns and cities. Trade began between traders of different towns and cities.

g) National Economy

The introduction of money followed by several other improvements of commercial activities (transportation, banking, insurance, etc.) greatly helped to develop commerce and trade. The division of work and specialization helped producers to concentrate on few products only. They started producing goods not only for the local markets but also for national markets. Prices began to be fixed regularly and credit began to be allowed, merchant guilds were organized to provide security to traders. The specialization in different fields helped the growth of industry and commerce. The development of transport increased the trade manifold. All these developments were responsible for developing commerce at a national level.

h) World Economy: (International Trade Stage)

The discovery of trade routes between 15th, 16th and 17th centuries brought various countries nearer to each other. The element of specialization extended to different countries. They started exporting those products, which they could produce easily and would import those things in which they were deficit or could not produce cheaply. In this way, trade extended to world markets in which good were

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bought and sold between two countries. This was known as international trade. The industrial revolution brought a drastic change in industrial method and industrial organization, which increased the scale of production immensely and changed the scope of trade. Several middlemen began to operate between the producers and the consumers. Specialized institution like banks, transport companies, insurance companies and warehousing were set up to help the trader. All these factors facilitated the development of worldwide trade and commerce. This was the globalization of business.

By the 20th century, trading and shopping expanded from small shops and outdoor markets to supermarkets, discount stores, and shopping malls. Sailing ships were replaced by steamships, then by railroad and finally by planes and large cargo vessels. The creation of organizations such as the World Trade Organization was done to help control commerce and to promote free trade and remove any barriers to trade.

Types of commerce today

While trade between countries is still the main force of commerce, it's done differently now - it's much faster thanks to advances in technology. Ecommerce is probably the newest and most innovative type of commerce. It involves online commercial trading between businesses and consumers. Ecommerce can be broken down into a number of subtypes, including business-to-business and business-to-consumer.

Another type of commerce is Mobile commerce or M-commerce. It encompasses any commerce that is done through mobile devices such as smart phones or tablets. M-commerce is sometimes called the next form of e-commerce. M-Commerce is driven by the Wireless Application Protocol technology that helps users access the internet securely

Then there's P-Commerce, which can either stand for P interest Commerce (buying/selling using the P interest website) or Participatory Commerce. The second type is the more noteworthy. It's a new concept where consumers can participate in the funding, design and selection of products. Crowd sourcing is a type of P-Commerce that is becoming more and more popular.

Thus development of commerce is a gradual removal of hindrance in the flow of goods from the producers to the consumers. It has evolved over the centuries from a simple trade of goods or services to the complex buying, selling, and trading that occurs online every day.

2.3. INDUSTRIAL REVOLUTION

The era known as the Industrial Revolution was a period in which fundamental changes occurred in agriculture, textile and metal manufacture,

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transportation, economic policies and the social structure in England. This period is appropriately labeled "revolution," for it thoroughly destroyed the old manner of doing things. The changes that occurred during this period (1760-1850), occurred gradually. It was the process of change from an agrarian and handicraft economy to one dominated by industry and machine manufacturing. This process began in Britain in the 18th century and from there spread to other parts of the world.

The main features involved in the Industrial Revolution were technological, socioeconomic, and cultural. The technological changes included the following:

(1) The use of new basic materials, chiefly iron and steel,

(2) The use of new energy sources, including both fuels and motive power, such as coal, the steam engine, electricity, petroleum, and the internal-combustion engine,

(3) The invention of new machines, such as the spinning jenny and the power loom that permitted increased production with a smaller expenditure of human energy,

(4) A new organization of work known as the factory system, which entailed increased division of labor and specialization of function,

(5) Important developments in transportation and communication, including the steam locomotive, steamship, automobile, airplane, telegraph, and radio, and

(6) The increasing application of science to industry. These technological changes made possible a tremendously increased use of natural resources and the mass production of manufactured goods.

The most important of the changes that brought about the Industrial Revolution were (1) the invention of machines to do the work of hand tools; (2) the use of steam, and later of other kinds of power, in place of the muscles of human beings and of animals; and (3) the adoption of the factory system.

While industrialization brought about an increased volume and variety of manufactured goods and an improved standard of living for some, it also resulted in often grim employment and living conditions for the poor and working classes.

2.4 BEGINNING AND GROWTH OF INDIAN BUSINESS

Evolution of business means its origin, growth, and continuous development with expansion in various sectors that contribute and run economies. The business evolution went through many progressive stages or so called developmental steps. In each stage of progress, it evolved itself and got more mature than its previous state. It is evident that, at every step of evolution; it expanded its scale of operations and also widened its modes of communication. It is continuously evolving since then.

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The Indian civilization was not only agriculture based but there was also flourishing trade and commerce both inside and outside the country. It had contributed immensely to the world of business in different fields. Indian business was unique, innovative, dynamic and qualitatively superior to many other countries of that time.

Indian business used to be mostly need based, with least focus on profit in its initial days.

With passage of time, it went through several transformations due to changes in customs and practice and patronage by different rulers. Business heritage can be studied in 3 different phases - Ancient, Medieval and Modern.

I. Ancient Period (up to 750AD)

The archaeological discoveries at Harappa and Mohenjo Daro points out to the fact that the people of India had a very advanced civilization from the times around 5000 BC. Harappan relics indicate the importance of industrial products and the nature of trade in the area. The economy of the country was dependent upon agriculture, fishing and trading. The Indus seals authenticate the role of commercial consignments. Western coast of India has been a scene of great maritime and commercial activity. India had flourishing trade with Babylonia, Egypt, Greece and Rome in 6th century BC. Finest quality of cotton and cloth was prepared by Indian weavers and artisans and exported to other countries during the ancient period. Hand spun and handmade Indian muslin was the pride of India. The guild system was also in practice in India even in the early days to protect the interest of traders, artisans and producers. Guilds were the association of businessmen having common objectives.

II. Medieval Period (750 to 1757AD)

After about 750 AD, India both in north and south was divided into many independent kingdoms. So there was a considerable growth in the size and number of towns. Trade and commerce continued both within and outside the country. Various sea routes were discovered during this period. During the Mughal period, a number of trade routes existed. The network of these trade routes indicates the extent to which places in the deep interior were involved in inter-regional exchange of commodities. Indian traders were expert in both domestic and foreign trade. During the Moghul rule, Indians were using an indigenous financial instrument called 'Hundi', which is similar to the modern day Negotiable Instruments. A number of industries of considerable importance developed during the medieval period. The most important ones were textiles, metal work, stone work, sugar, indigo and paper.

III. Modern Period

India was under British rule almost for a period of 200 years in the modern period. British viewed India with its vast land and large population as a supplier of raw materials as well as a market for British industrial production. This

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ushered the application of modern technologies in India to facilitate the colonial rule. The first railway line in India was constructed between Bombay to Thane in 1853.This mode of communication opened new frontiers for business at distant locations. Movement of people and goods fostered the growth of every business.

Industrial Revolution occurred in Great Britain during the second half of the18th century, India entered into machine-based mass production yet simultaneously it also inherited all the drawbacks of a large-scale economy. The national economy was shattered; the artisans of India were left with no option but to turn to factories as workers

Modern Industries in India

The Swadeshi movement, which began in 1905, gave a boost to Indian industries. Modern industries like iron and steel, cement, chemicals, automobiles, shipbuilding, sugar and textiles mills were started in India during the first quarter of 20th century. J.R.D. Tata established the first Iron and Steel Industry in 1911 at Jamshedpur. There was growth of trade and various auxiliaries to trade like banking, insurance, warehousing, communication etc. Different forms of business organization like sole proprietorship, partnership and co-operative

Societies were established. The Government formulated five-year plans for overall economic growth of the country. A number of large scale industries like iron and steel, chemicals, fertilizers, oil and natural gas, petro-chemicals, cement, automobile, etc. have been set up both in private and public sectors.

Knowledge Based Economy

The last phase of growth in India came from a growing information technology industry and service industry. India became a hub for information technology and a knowledge-based economy. It was the major recipient of the outsourced call centers, medical billing centers and other business administration and insurance related services. India's economy is now supported by its own expertise in information technology, larger capital market, improving infrastructure and growing middle class with increasing disposable income.

To make India's economic growth more sustainable, India needs to speed up privatization of government owned businesses, improve financial and legal systems to protect investment and modernize its infrastructure. It also requires to introduce business friendly tax reforms, upgrade labor laws to the international level and eliminate bureaucracy.

India's Contributions to the World of Business

The modern day mantras of business have their origin in the past practices of India. Some of the major contributions are:

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i. The Numeral and Decimal System

- Indians were the first to express the nine numerals together with a zero sign and place notation. The Great Indian mathematician Aryabhatta's (5th century A.D) text clearly implies knowledge of these symbols.
- Indians understood the importance of positive and negative quantities, evolved system of extracting square and cube roots and could solve quadratic type of equations.
- Rigveda gives names of fractions such as ardha (½) and tripada (¾). Maitrayi Samhita mentions Pada, as ¼, Sapha as 1/8, Kushta as 1/12 and Kala as 1/16. Sulva Sutras use the terms 'amsa' and 'bhoga' for fractions.
- Aryabhatta calculated the value of pie (□3.146 and the length of the solar year to 365.3586805 days. Both these are remarkably close to modern estimates.

ii. Joint Hindu Family Business System

Business, if done in an organized way, with different individuals doing different things in a systematic manner, gives beneficial results. A unique feature of the ancient Indian social life has been the Joint Hindu Family System wherein all the members of the family used to live together; they were a well-knit social unit and also carried on trade and business under the guidance and supervision of the oldest member of the family (the Karta).This was the Joint Hindu Family Business System

iii. Division of Labour

Division of labour means work should be distributed among individuals on the basis of specialization. the Rigvedic society, comprised of four Varnas, namely Brahmanas, Kshatriyas, Vaishyas and Sudras. This classification was based on worldly occupation of people and not on birth. The teachers were called brahmanas, rulers and administrators were called kshatriyas, farmers, merchants and bankers were called vaishyas and artisans and labourers were called the sudras. The varna system could be referred to as the earliest evidence of division of labour.

iv. Hundis

The hundis (like bills of exchange) were used for safe transfer of money without carrying actual cash from one place to another and to raise short term credit repayable at another place. They facilitated trade through convenient transfer of money.

v. Customer Relation

The latest concern of modern business today is how to create and retain customers.

This system was available in India since the ancient time. Products were produced keeping in mind who is going to use it. In other words, mostly products

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were customized. Marketing was relationship based. There was a close tie between the manufacturer, the middleman and the user. Thus, buyers were assured of the product as well as its future maintenance.

vi. Emphasis on Quality

Indians had always given emphasis to quality over quantity. Indian artisans used to produce goods of best quality and paid individual attention to the products. For example, the ancient Indian tribes used to produce the best variety of steel, Hand spun and handmade Indian muslin was the pride of India. Colors used by Indian dyers were of enduring nature. The famous chikan embroidery work, the appliqué work, brass work, carpet work, Patachitra Paintings, silver filigree work and many others are examples of the quality items produced by Indian artisans. All this contributed a great deal in influencing the system of business and trade to bring it to the modern times.

2.5 INDUSTRIALIZATION IN INDIA.

Industrialization in India can well be marked under two heads viz., Pre-British Period and the Evolution of Modern Industry.

Pre-British period: India was famous for her handicrafts right from PreBritish times. During the Mughal Period, India had a considerable variety of arts and handicrafts. India was also famous for jewellery of exquisite quality which were made out of gold and silver and also those which were made out of copper, brass and bell-metal. Many urban centres were famous in those days for carving work in ivory, wood, stone and marble.

Evolution of Modern Industry: The emergence of modern industrial enterprises can be traced back to the end of the 18th century

- The abolition of the monopoly of the East India Company in 1833 provided a big opportunity for the English merchants to develop trade and industry in India. Foreign capital and enterprise flowed into plantations and monopolistic industries such as jute and railways. The foundation for the development of large scale industries was thus laid.
- India registered a substantial progress in various industrial fields during 1922 and 1939. Considerable progress was recorded in industrial production and the total number of factories increased.
- During the Second World War period, India stood as a major supply base of war materials for the Middle Eastern and South Eastern theatres of war. Thus, some new important industries started production during the war period. These include manufacture of transport equipment, chemicals, metals and mechanical industries like diesel engine and pumps.

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- It was on 7th April 1948 that the Resolution on Industrial Policy was adopted by the Government, A new feature of the year was the starting of new industries for the manufacture of automatic looms, aluminum powder, etc.
- In September 1951, the State Financial Corporation Act was passed to enable State Governments to set up their own Industrial Financial Corporation to assist: medium and small scale industries. The Parliament also passed the Tariff Commission Act to enquire into the claim for protection of Indian industries by establishing a Statutory Tariff Commission
- In October 1952 the Industries (Development and Regulation) Act was passed for regulating industries as a corollary to planned development.
- In July 1961, a Joint Consultive Board on Industry and Labour was set up to deal with the question relating to nationalization and related problems.
- In 1977 when the Janata Government came into power they announced a new industrial policy. Their main emphasis was on the employment generation so Special attention was given to small scale sector. The policy also called for an agency called district industry centre.
- In 1980, the industrial policy was reviewed by the new Government and this policy 1ays emphasis on the relative growth of different sectors, large, small and tiny. Modernization was considered necessary for small and tiny sectors. The policy gave all encouragements to export oriented industries and for encouraging foreign investment in high technology areas.
- The industrial policy of 1980 was revised by the industrial policy of 1991. The major objectives of the new industrial policy (now in existence)was to build on the infrastructure already made; to correct the distortions that may have crept in, maintain a sustainable growth in productivity and to provide gainful employment and to attain international competitiveness.

2.6 SUMMARY

The economic development of a country is measured by the development of commerce and industry. India has a rich heritage in trade and commerce, the development of business activities in India has been going on with the changes in civilization. There was a time when there was no commerce at all and now its development has brought the whole world together. There have been different stages through which the development of trade and industry has passed.

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2.7 QUESTIONS AND EXERCISE

Q1) Explain the evolution of commerce

Q2) What do you mean by Evolution of industry? Explain the various stages in its evolution.

Q3) Elaborate on the growth of Indian business.

Q4) Explain industrial revolution and the changes that took place during the revolution.

Q5) Discuss Industrialization in India.

2.8. TASK

Interview a successful ecommerce entrepreneur and find out various aspects to be considered to help you build a profitable ecommerce business.

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UNIT - 3
FORMS OF BUSINESS OWNERSHIP

Introduction to various forms – Factors affecting choices of an ideal form of ownership, features Merits and Demerits of Sole Proprietorship – Joint Hindu Family Business – Partnership – Joint Stock Company – Co-operative Organization, Public Enterprises.

3.0 INTRODUCTION

We have studied in the first lesson about business; its significance and classification of business activities. It brings together various resources like men, money, materials, machines, technology, etc. and also puts them into action in a systematic manner to achieve the objectives of business. Business activities are carried out by individuals in an organized form, having different patterns of ownership and management. A single individual may own the business or a number of individuals may come together to own the business jointly. So, based on ownership, we have different forms of business organization like a proprietary concern, a partnership firm or a company. Business firms owned by private individuals fall in the private sector, while firms owned by the state are categorized as public sector. In this lesson, you will learn about the various forms of business organization, their features, merits and demerits.

To carry out any business and achieve its objective, it is required to bring together all the resources and put them into action in a systematic way, coordinate and control these activities properly. This arrangement is known as business organization.

3.1 UNIT OBJECTIVES

After studying this unit, you will be able to

- Explain the concept of business organization.
- Understand the meaning and characteristics of Sole Proprietorship, Joint Hindu Family Business, Partnership, Joint Stock Company and Cooperative Societies.
- Identify the merits and limitations of these forms of business organizations.
- Understand the concept of a public enterprise.

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3.2 INTRODUCTION TO VARIOUS FORMS OF OWNERSHIP

One of the first decisions that you will have to make as a business owner is how the company should be structured. This decision will have long-term implications. Each form will have its own pros and cons depending upon the government regulations, tax policies and the law applicable in that land. The generic forms of business ownership are as follows-

Sole Proprietorship

Sole proprietorships are the most common form of business structure. A Sole Proprietorship is one individual in business alone. This business is simple to form and operate and enjoys greater flexibility of management, fewer legal controls and fewer taxes. However, the business owner is personally liable for all debts incurred by the business.

Partnerships

In a Partnership, two or more people share ownership of a single business. They agree to contribute money, labor or skill to a business. Like proprietorships, the law does not distinguish between the business and its owners. Each partner is personally and equally liable for debts of the partnership. Formal terms of the partnership are usually contained in a written partnership agreement. Partnership can be further classified into General, Limited Partnership, Limited Liability Partnership, Limited Liability Limited Partnership (LLLP)

Corporation

A Corporation is a more complex business structure. A corporation has certain rights, privileges, and liabilities beyond those of an individual. The corporate structure distinguishes the business entity from its owner and can reduce liability. However, it is considered more complicated to run a corporation because of tax, accounting, record keeping and paperwork requirements.

A Cooperative Business is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled enterprise. Based on the nature of activities performed, co-operatives can be categorized as:

a. Consumers' Co-operative Societies.

b. Producers' Co-operative Societies.

c. Marketing Co-operatives.

d. Housing Co-operatives.

e. Co-operative Credit Societies.

f. Co-operative Farming Societies.

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3.3 FACTORS AFFECTING CHOICES OF AN IDEAL FORM OF OWNERSHIP

The selection of a suitable form of ownership organization is an important entrepreneurial decision because it influences the success and growth of a business — e.g. it determines the decision of profits and the risk associated with business.

The following Factors affect the choices of an ideal form of ownership

1. Ease in formation
2. Nature of business activity
3. Scale of operations
4. Capital requirements
5. Degree of control and management
6. Degree of risk and liability
7. Stability of business
8. Flexibility of administration
9. Division of profit
10. Costs, procedure and government regulation
11. Tax liability
12. Geographical mobility
13. Scope of expansion

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3.4 FEATURES MERITS AND DEMERITS OF VARIOUS FORMS OF OWNERSHIP

A business can be organized in one of several ways. The form its owners choose will affect the company's and owner's legal liability and income tax treatment. Here are the most common options and their major defining characteristics.

3.4.1 Sole Proprietorships

Sole proprietorship is the simplest and oldest form of business organization. This form of organization is owned by one person. He works as a financer, manager, employer, decision maker. In case of profit, he enjoys the whole profit

and in case of loss he bears the whole loss. He sows, reaps, and harvests the output of this effort. In simple words we can say that it is a one man company. This form is the most popular form in India due to the distinct advantages it offers. William R. Basset opines that "The one-man control is the best in the world if that man is big enough to manage everything". Some of its examples are Retailers, Corner shop, Bakery, Hardware Store, Shoe Store, Doctor's clinic etc.

The main features of proprietorship form of business are as follows

1. Simple form of organization
2. Ease of formation
3. Control
4. One man ownership
5. No separate business entity
6. No separation between ownership and management
7. Unlimited liability
8. All profits or losses to the proprietor
9. Minimum legal formalities
10. Easy dissolution

The advantages that proprietorship form of business offers are

1. Simple form of organization
2. Easy formation
3. Owner's freedom to take decisions
4. Flexibility of operations
5. Direct and exclusive control
6. Direct motivation and incentive to work
7. Personal touch with customers
8. High secrecy
9. Minimum government regulations
10. Tax advantage
11. Easy dissolution

Proprietorship form of ownership suffers from following disadvantages.

1. Limited resources
2. Limited managerial ability
3. Limited skills

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4. Limited life of enterprise form
5. Limited scope for growth.
6. Unlimited liability
7. Cater to local markets only
8. Uncertainty of continuity
9. No economies of scale

Sole proprietorship business has its own merits and limitations as discussed above. In spite of its limitations it is suitable in the following cases:

- Where the market for the product is small & local. For example, selling grocery items, books, stationery, vegetables etc.
- Where customers are given personal attention, according to their personal tastes and preferences. For example, making special type of furniture, designing garments etc.
- Where the nature of business is simple. For example, grocery, garments business, telephone booth etc.
- Where capital requirement is small and risk involvement is not heavy. For example vegetables and fruits business, tea stalls etc.
- Where manual skill is required. For example, making jewelry, haircutting or tailoring, cycle or motorcycle repair shop etc.

3.4.2 Joint Hindu Family Business

The Joint Hindu Family Business is a distinct form of organization peculiar to India. The business of Joint Hindu Family is controlled under the Hindu Law. It does not have any separate and distinct legal entity from that of its members. The membership in this form of business organization can be acquired only by birth or by marriage to a male person who is already a member of Joint Hindu Family.

The business of the Joint Hindu Family is controlled and managed by one person who is called 'Karta'. The Karta works in consultation with other members of the family but ultimately he has the final say. The liability of Karta is unlimited while the liability of other members is limited to their shares in the business. This interest in inheritance is called coparcenary interest and the members of the Joint Hindu Family are called coparceners.

There are two schools of Hindu Law- one is Dayabhaga which is prevalent in Bengal and Assam and the other is Mitakshara prevalent in the rest of the country. Dayabhaga exists in Bengal and Assam only. It differs from Mistakshara School in many respects. The right to Hindu joint family property under Dayabhaga is not by birth but only on the death of the father. The system of devolution of property is by inheritance. Succession opens to a son only after the death of the father. A Dayabhga father is competent to make a testamentary disposition of the whole of property. A son has got no right to object to it. A son

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cannot claim partition during the lifetime of his father; as when the father is alive the sons do not have coparcenary rights but acquire it on the death of the father. A widow has a right to succeed to husband's share and enforce partition if there are no male descendants

According to Mitakshara law, the property of a Joint Hindu Family is inherited by a Hindu from his father, grandfather and great grandfather and it is called ancestral property. Thus, three successive generations in the male line (son, grandson and great grandson) can simultaneously inherit the ancestral property. In the group of coparceners, however, the female members of the Joint Hindu Family are not included. The Mitakshara system is very Conservative and thus among the two the Dayabhaga is more likely to last in modern times with the growth of individualism, individual enterprise and economic compulsions.

Features of a Joint Hindu Family Business

1. Governed by Hindu Law
2. Management by Karta
3. Membership by Birth
4. Limited Liability of coparceners
5. Unlimited Liability of Karta
5. Existence not affected by death, lunacy or insolvency of any member of the family
6. Implied Authority of Karta
7. Minor also a Partner
8. Dissolution only at the will of all the members of the family

Advantages of Joint Hindu Family Business

1. Easy to start
2. Centralized and efficient management
3. Maintenance of secrecy
4. Prompt decision
5. Economy maintained by the karta
6. Credit facilities
7. Natural love between members
8. Freedom regarding selection of business
9. Sharing of knowledge and experience
10. Limited liability
11. No maximum limit to membership
12. Group effort and cooperation

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Disadvantages of Joint Hindu Family Business

1. Membership Limited to the members of family only
2. Limited Sources of Capital
3. Limited Managerial Skill
4. Unlimited Liability of the Karta
5. Misuse of Power by Karta
6. Lack of Motivation as no direct relation between efforts and rewards
7. Short life of business as coparceners can demand partition.

Joint Hindu Family Business Losing Popularity

The main cause for its decline is the gradual breaking of the joint family system itself. The present day trends of industrialization and westernization are giving way to individual/nuclear family system.

3.4.3 Partnership

Sole proprietorship suffers from limited resources, hasty decisions and temporary existence etc. As remedy, partnership emerged as a form of business organization. The Indian Partnership Act, 1932, Section 4, defined partnership as "the relation between persons who have agreed to share the profits of business carried on by all or any of them acting for all".

According to J. L. Hanson, "A partnership is a form of business organization in which two or more persons up to a maximum of twenty join together to undertake some form of business activity".

Thus we can define partnership as an association of two or more persons who have agreed to share the profits and losses of a business which they run together. This business may be carried on by all or anyone of them acting for all. The persons who own the partnership business are individually called 'partners' and collectively they are called as 'firm' or 'partnership firm'. The name under which partnership business is carried on is called 'Firm Name'.

Features of Partnership

The essential features and characteristics of a partnership are:

1. Agreement

The partnership arises out of an agreement between two or more persons. Registration of a partnership firm is not compulsory under the Act. The only document or even an oral agreement among partners required is the 'Partnership Deed' to bring the partnership into existence.

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2. Profit and Loss Sharing

There is an agreement among the partners to share the profits earned and losses incurred in partnership business.

3. Contractual Relationship

Partnership is formed by an agreement-oral or written-among the partners.

4. Utmost Good Faith and Honesty

A partnership business solely rests on utmost good faith and trust among the partners.

5. Lawful business

Partnership is formed to carry on some lawful business and share its profits or losses.

6. Membership

There must be at least two persons to form a partnership. The maximum number is 20. But in case of banking business the maximum is 10 members.

7. Unlimited liability

The liability of every partner is unlimited, joint and several. This means that if the assets of the partnership firm fall short to meet the firm's obligations, the partners' private assets will also be used for the purpose.

8. Principal-agent relationship

Every partner is an agent of the firm. He can act on behalf of the firm. He is responsible for his own acts and also for the acts done on behalf of the other partners. In this way, a partner is an agent of the firm and of the other partners.

9. Collective management

The firm and the partners are one. When a contract is made in the name of the firm all the partners are responsible for it individually and collectively.

10. Non-transferability of shares

A partner cannot transfer his share of interest to others without the consent of the other partners

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Advantages of Partnership

The following are the advantages of partnership business:

1. Easy to form
2. Access to more capital
3. Skill and talent
4. Division of labor
5. Contact with customers
6. Borrowing capacity
7. Incentive to work hard
8. Expansion of business
9. Wise decisions
10. Co-operation between partners
11. Flexibility
12. Economy in operation
13. Division of risks
14. Maintenance of secrets
15. Incidence of tax: Compared with company form of organization the tax payable on the incomes of the partners will be less.

Disadvantages of Partnership

The following are the disadvantages of a partnership firm:

1. **Division of responsibility**

   In a partnership the management is divided. As such responsibilities are also divided. Every partner might try to shift the burden on to the shoulders of others; finally none takes the responsibility properly.

2. Delay in decisions
3. Lack of continuity
4. No transferability of share
5. Lack of secrecy
6. Unlimited liability
7. Joint and several liability
8. Internal conflicts
9. Misuse of assets
10. Lack of public confidence

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3.4.3.1 The Limited Liability Partnership

The Limited Liability Partnership form of business organization was introduced in India by way of Limited Liability Partnership Act, 2008 (LLP Act 2008) which came into effect by way of notification dated 31st March 2009. The Limited Liability Partnership (LLP) is viewed as an alternative corporate business vehicle that provides the benefits of limited liability but allows its members the flexibility of organizing their internal structure as a partnership; based on a mutually arrived agreement. A LLP combines the advantages of both the Company and Partnership into a single form of organization.

General Partnerships, Limited Partnerships (LP) and Limited Liability Partnerships (LLP)

A partnership is a structure appropriate to use if one is not going to be the sole owner of the new business.

In a general partnership, all partners are personally liable for business debts, any partner can be held totally responsible for the business and any partner can make decisions that affect the whole business.

In a limited partnership, one partner is responsible for decision-making and can be held personally liable for business debts. The other partner merely invests in the business. Although the general structure of limited partnerships can vary, each individual is liable only to the extent of their invested capital.

LLPs are most commonly used by professionals such as doctors and lawyers. The LLP structure protects each partner's personal assets and each partner from debts or liability incurred by the other partners. Different states have varying regulations regarding these establishments of which business owners must take note.

Comparison between Limited Liability Partnership and Traditional Partnership

Sr. No.	Particular	Limited Liability Partnership	Partnership Firm
1.	Governing Law	The Limited Liability Partnership Act, 2008 and various Rules made there under	The Indian Partnership Act, 1932 and various Rules made there under
2	Registration	Compulsory	Optional
3	Creation	Created by law	Created by contract
4	Separate Legal Entity	It is separate legal entity, separate from its partners/designated partners.	It is not separate legal entity from partners. Partners are collectively referred to as 'firm'.
5	Perpetual succession	It has perpetual succession.	It does not have perpetual succession.

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6	Purchase of Property	LLP can also purchase movable / immovable property in its name	Partnership firm can not purchase movable / immoveable property in its name. The same must be purchased in the name of partners
7	Common Seal	It denotes the signature of the Company and LLP may have its own common seal if it decides to have one	Not required
8	Formalities of Incorporation	Various documents / declarations executed in prescribed formats pre-filled in designated e-forms are required to be filed with RoC along with filing fee	Partnership deed along with form/affidavit required to be filed with Registrar of firms along with requisite filing fees
9	Time Line	It will take approx. 20 days to incorporate (inclusive of time taken to obtain DPIN)	It will take approx. 7 days to incorporate
10	Legal Proceedings	LLP can also sue and be sued	Only registered partnership can sue
11	Name	Suffix 'LLP' or Limited Liability Partnership has to be added to the name	No such requirement
12	Change of name	The name of the LLP can be changed with the prior approval of Central Government	The name of the Partnership firm can be changed
13	Ownership of Assets	The LLP has ownership of assets and Partners only have capital contribution in the LLP	Partners have joint ownership of all the assets
14	Liability	Liability of partners is limited upto their capital contribution however in case the partners acts without intention to conduct fraud, they are personally liable	Liability of partners is unlimited
15	Agency Relationship	Partners are agents of LLP	Partners are agents of the firm and each other
16	Contracts / Business transaction by Member / Directors / Partners	A partner can enter into contract with the LLP	A partner cannot enter into a contract with the firm

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17	Power of Member/ Partner/Director	The power of partners/ designated partners to conduct the day to day affairs is specified by LLP agreement / LLP act	All the partners have saw in the day to day management of the firm or as [illegible] specified in the partnership deed if there is any
18	Dissolution by an act of partners / members / directors	Continuance of LLP is not affected by the acts of its Partners	Partnership contract can be put to an end by an [illegible] of the members [illegible] specified in partnership act 1932
19	Transferability of interest	Rights/interest of partners is transferable as per the provisions of LLP agreement	Transferability of interest subject to the mutual consent of all the members
20	Share Certificate	There are no provisions for issuing of Share Certificate. Rights/interest of the Partners in the LLP are evidenced by Partnership agreement	There are no provisions for issuing of Share Certificate. Rights/interest of the Partners in the firm are evidenced by Partnership deed, if any
21	Nature	A LLP is a body corporate formed and incorporated under this act and is a legal entity separate from that of its partners, having perpetual succession. The liability of its partners shall be limited	Partnership is a relation between persons who have agreed to share the profits of business carried on by all or any of them acting for all [illegible] Liability
22	Minimum Capital requirement	No such requirement	No such requirement
23	Filing of Annual Accounts	Statement of accounts and solvency are required to be filed with ROC annually in the prescribed format.	Not applicable
24	Audit of Accounts	As per the provisions of LLP act, accounts to be audited annually except for LLP's having turnover less than Rs. [illegible] Lacs or Rs. 25 lacs contribution in any financial year.	The audit of accounts is as per the provisions of income tax act
25	Annual Return	Annual Return is required to be filed with the ROC annually in the prescribed format.	Not applicable

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26	Director Identification Number/ Designated Partner Identification Number	Each Designated partner required to have a DPIN before being appointed as a Designated Partner of LLP	No such requirement
27	Maximum number of Member	No cap of maximum number of its partners	Maximum 10 for banking business and 20 for other business
28	Designated partner/ Director/ Managing Partner	Minimum two designated partner	No cap on the minimum number of Managing partner
29	Memorandum and Articles of Association / Partnership deed/ Partnership Agreement	LLP Agreement is a charter of the LLP which denotes its scope of operation	Partnership Deed is a charter of the firm which denotes its scope of operation
30	Change in directors / designated partners/ Partners	Notice of change of directors is to be given to the ROC	Notice of change of partners should be given to Registrar of Firms
31	Publication of name	Official correspondence / publication/ letter head/ invoices must mention the full name of the company and address of the registered office and a statement that it is registered with limited liability.	Not applicable
32	Rights / Duties / obligation of Partners / Managing Partners / Directors	Rights / Duties / obligation of directors are governed by Partnership Agreement	Rights / Duties / obligation of directors are governed by partnership deed
33	Minutes	Decisions taken in meetings must be recorded as minutes within 30 days	Not applicable

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34	Voting Rights	Each partner has only one vote	Not applicable
35	Transfer of Share / Partnership rights in case of death	In case of death of partner, the legal heir has the right to refund of capital contribution + share in accumulated profits, if any. Legal Heirs will not become partners	In case of death of partner, the legal heir has the right to refund of capital contribution + share in accumulated profits, if any. Legal Heirs will not become partners

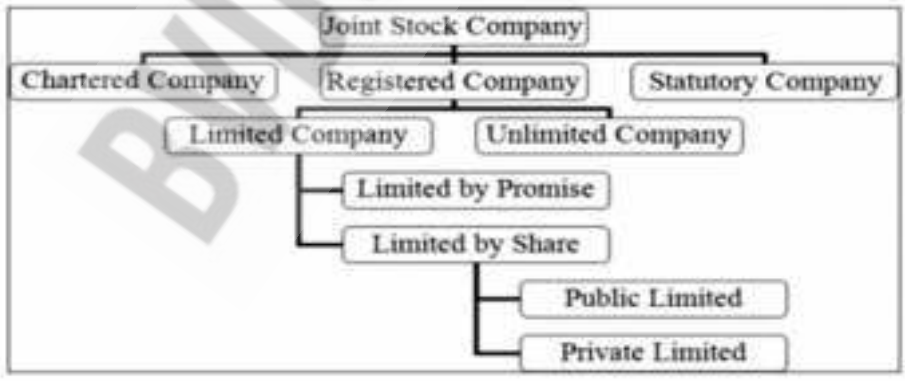
3.4.4 Joint Stock Company

The joint stock company is an association of person having a separate legal existence, perpetual succession, common seal, common capital etc. The joint stock company divides its capital into a large number of parts, where each part of capital is called a 'share'. The person who holds the share is called shareholder of the company. The company is managed by the board of directors who are the representative of shareholders. The members of the board are elected by the shareholders.

According to L.H. Haney, "A joint stock company is a voluntary association of individuals for profit, having the capital divided into transferable shares, the ownership of which is the condition of membership. Again a company is an artificial person created by law having a separate legal entity with a perpetual succession and a common seal."

Thus we can say that a joint stock company is an incorporated voluntary organization, an artificial person having a separate legal existence, perpetual succession, common seal, its capital is divided into number of small units called shares, and is managed by professionals called board of directors who are the representatives of the share holders.

Types of Join Stock Company



On The Basis Of Incorporation

A joint stock company formed on the basis of incorporation can be classified below:

1. **Chartered Company**

   A company which is incorporated under Royal Charter issued by the king or Head of the state is known as Chartered Company. Under this charter, certain exclusive rights and privilege are granted to the company for undertaking certain commercial activities. The Bank of England, the East India Company, The charter bank of Australia are some of the examples of the chartered company. These companies are no longer formed in any country.

2. **Registered Company**

   A company which is established by registering under the office of the Company Registrar, Company Act 1956 is known as Registered Company. Every activity and formation is governed by the provisions of the Company Act. Himal Cement Company, Bhirkuti Paper and Pulp Limited etc. are some examples of the registered company. Recently the companies Act has changed and now we follow the Indian Companies Act 2013.

3. **Statutory Company**

   A Company formed under an Act of Parliament or State Legislature is called a Statutory Company/ Corporation. The special enactment contains its constitution, powers and scope of its activities. Change in its structure is possible only by a legislative amendment. Such companies are usually formed to carry on the work of some special public importance and for which the undertaking requires extraordinary powers, sanctions and privileges. A major objective for incorporating statutory corporations is to serve public interest. Example –of statutory corporation are Life Insurance Corporation, Unit Trust of India, Employees State Insurance Corporation, Oil and Natural Gas Corporation to name a few.

On The Basis Of Liability

According to the liability, the companies are classified into three groups:

1. **Limited Liability**

   Under this type of company, the liability of shareholders is limited to the extent of the value of shares held or the amount guaranteed by them. Hence, the shareholder is not responsible for paying beyond the face value of shares. This type of company is the most common in actual practice.

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2. Unlimited Liability

The Company which is registered without limiting the liability of shareholders to the value of shares is called unlimited liability company. In this company, the liability of the shareholders is unlimited like the partner in Partnership Company. The shareholder's personal properties can be used to meet the obligations.

3. Limited Liability by Guarantee

The Company where a shareholder is limited to pay a specific amount as a guarantee at the time of winding up is called a limited liability by guarantee. The guarantee amount is specified in Memorandum of Association. They may or may not have share capital. It gives the written guarantee that members will pay up to a certain fixed amount in the event of the liquidation of the company. This type of company promotes art, literature, sports, education and other non-business activities.

On The Basis Of Number Of Members

1. Private Limited Company

According to Section 2, Clause 68 of Companies Act 2013. "Private Company" means a company having a minimum paid-up share capital of one lakh rupees or such higher paid-up share capital as may be prescribed, and which by its articles-

- Restricts the right to transfer its shares;
- Has minimum of only 2 members (and maximum of 200), as per the provisions of the Companies Act 2013.

Prohibits any invitation to the public to subscribe for any shares or debentures. A private company must use the words 'Private Limited' (Pvt. Ltd.) in its name.

2. Public Limited Company

According to Section 2(71) of Company Act, 2013 "public company" means a company which—

(a) Is not a private company;

(b) Has a minimum paid-up share capital of five lakh rupees or such higher paid-up capital, as may be prescribed

The minimum number for formation is seven but there is no restriction on the maximum number. It must issue the prospectus for inviting people to purchase their shares. It must have a certificate of commencement and certificate of incorporation before starting its business. The shareholders are free to sell their shares in the market. A public limited company must use the words 'Limited' (Ltd.) in its name.

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Differences between a Public Limited Company and a Private Limited Company

Brief Description	Private Limited Company	Public Limited Company
Meaning	Minimum Capital: Rs. 1,00,000. Right to transfer the shares is Restricted	Minimum Capital: Rs. 5,00,000. Subsidiary of a Public Co. is deemed to be a public Co.
Minimum Members Required	2 (Two). Maximum 200 (Two Hundred)	7 (Seven)
Name of the Company	"Private Limited" as Last Word	"Public Limited" as Last Word.
Provision of entrenchment in the Articles	To be agreed and approved by all the members	To be agreed and approved through a Special Resolution
Securities in Public Offer to be listed in Stock exchanges	Not Applicable	Securities offered in Public Offer, to be listed in Recognized Stock Exchanges
Acceptance of Deposits	Not allowed to accept deposit	Allowed if Paid up share capital is Rs. 100 Crore or more or Turnover of Rs. 500 Crore or more

On The Basis Of Ownership

1) Government Company

A government company is a company in which not less than 51% of the paid-up share is held by the Central or State Government or partly by both central and state governments. Since the government has the majority of the shares, whole of the management of the company is taken over by the government authority. National Thermal Power Corporation (NTPC), Oil and Natural Gas Corporation (ONGC), Steel Authority of India Limited (SAIL), Bharat Heavy Electricals Limited (BHEL), Indian Oil Corporation Limited (IOCL),Coal India Limited (CIL) are some example of the government companies.

2) Non-government Company

The Company is owned, managed and controlled by the private sector. It needs to follow some legal formalities for registration of the company. The government does not interfere in the regular managerial activities. The accounts of Non- Government companies are audited

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by a private practicing auditor at the discretion of the Board of Directors.

Characteristics of Joint Stock Company

1) **An artificial person**

A joint stock company is an artificial person which is created by the law. It has no physical shape as a natural person but has almost all the rights of a natural person. It can sue others and can be sued.

2) **Perpetual existence**

A joint stock company is established by the law and the law brings it to an end. Shareholders may transfer their share and a new person may come in its place but this does not affect the existence of the company.

3) **Limited liability**

The liability of the shareholder is limited to the extent of the value of shares held or the amount guaranteed by them.

4) **Common seal**

A joint stock company is an artificial person. It cannot sign any contract in its name. Therefore, all the documents and contract papers require the affixing of the seal. Any document with the common seal and signature of the designated official on it is considered as authentic.

5) **Democratic management**

A joint stock company is a democratic organization. The important decisions are taken by following the principles of democracy in the annual general meeting and in the board of directors meeting.

6) **Transferability of shares**

The shares of the joint stock company can be transferable from one person to another without prior permission of the company management. Members are free to transfer their shares.

7) **Capital is divided into shares**

A joint stock company divides its capital into a large number of parts with value where each part of capital is called a share. These shares are purchased by the general public as well as the promoters of the company.

8) **Publication of financial statements**

A joint stock company should publish the audited financial statements yearly in a renowned national newspaper. These statements help to provide information to general public and other stakeholders.

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9) Separate legal entity

A joint stock company is an artificial person, created by law, thus it has a separate legal entity apart from its members. It can own assets, property, enter into contracts, sue or can be sued by anyone in the court by the law. Its shareholders cannot be held liable for any conduct of the company.

Merits of Joint Stock Company

1. Huge Capital
2. Perpetual Existence
3. Limited Liability
4. Transfer Of Shares
5. Democratic Management
6. Scope Of Expansion And Growth
7. Public Faith
8. Stability
9. Large Scale Operation
10. Social Importance

Demerits of Joint Stock Company

1. Difficult legal formalities
2. Costly Formation
3. Lack of secrecy
4. Delay in decision making
5. Speculation of share
6. Management of oligarchy
7. Conflict of interest
8. Neglect the minority
9. Bureaucratic approach

3.4.5 A Co-Operative Society

A Co-operative society is a voluntary association started with the aim of service to its members. It is a form of business where individuals belonging to the same class join hands for the promotion of their common goals. These are generally formed by the weaker section people in the society. It reflects their desire to stand on their own feet and to further their common economic and social interest. The co-operative society is established with a fundamental objective of organizing and rendering service for the organization and its members and not

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for profit making. The philosophy behind the formation of co-operative society is "all for each and each for all".

The meaning of cooperative can be understood better with the help of some definitions.

- Section 4, of the Indian Co-operative Societies Act, 1912 defines a cooperative "as a society which has its objective, the promotion of economic interest of its members in accordance with co-operative principles".
- According to Calvert, a Co-operative denotes a form of organization wherein persons voluntarily associate together as human beings on the basis of equality for the promotion of economic interests of themselves.
- Dr. H.N. Kunzen defines co-operatives as "Co-operative is self-help as well as mutual help. It is a joint enterprise of those who are not financially strong and cannot stand on their legs and therefore come together not with a view to get profits but to overcome disability arising out of the want of adequate financial resources".
- According to International Labour Organization, "Co-operative organization is an association of persons, usually of limited means, who have voluntarily joined together to achieve a common economic objective and through the formation of a democratically controlled business organization, making equitable contributions to capital required and accepting a fair share of risks and benefits of the undertaking".

A co-operative society is formed with the following broad objectives.

1) To render service to its members instead of making profits.
2) To encourages a state of mutual help in the place of competition.
3) To assures a state of self-help in the place of dependence.
4) To develops a state of moral solidarity in the place of unfair business activities.

Advantages of Cooperative Form of Business

A cooperative organization usually commands the follow¬ing advantages:

1. Voluntary organization
2. Ease of formation
3. Democracy
4. Equitable distribution of surplus
5. Limited liability
6. Stable existence
7. Each for all and all for each

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8. Government support
9. Elimination of middlemen
10. Low taxes
11. Rural credit
12. Role in agricultural progress
13. Own sources of finance
14. Encourages thrift
15. Fair price and good quality
16. Social benefit
17. Cost saving
18. Avoidance of wastes
19. Fiscal concessions
20. Economy
21. Development of human value
22. Consumer protection

Disadvantages of Cooperative Form of Business

Though enjoying so many advantages, the cooperative form of organization like all other forms has certain limitations .The following are some of the disadvantages of Cooperative societies.

1. Limited funds
2. Over reliance on government funds
3. Benefit to rural rich
4. Inadequate rural credit
5. Lack of managerial skills
6. Government regulation
7. Misuse of funds
8. Inefficiencies leading to losses
9. Lack of secrecy
10. Conflicts among members
11. Limited scope
12. Lack of accountability
13. Lack of motivation
14. Low public confidence

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15. Internal rivalries

16. Personal gain

    Common interest gradually recedes in the background and individual interest takes its place.

17. High cost

    They cannot enjoy economies of scale and reduce cost; secondly due to lack of managerial expertise they cannot introduce mod¬ern methods of cost reduction and cost control.

Thus we can summarize that; this form of business organization must be encouraged as advantages far outweigh disadvan¬tages. The abuses of the co-operative societies can be removed if all members act sincerely and with a true spirit of cooperation

3.5 PUBLIC ENTERPRISES

3.5.1 Meaning, Definition and Characteristics of Public Enterprises.

The public enterprises came into existence as a result of the expanding scope of public administration. The advent of the concept of welfare state after the Second World War and the increasing developmental initiative undertaken by Government across the world, the system of public enterprises was developed. The government sells goods and services to the common people through the means of a state owned enterprise system which incorporates the characteristics of both public and private enterprises. For e.g. the railway facility for transport, developed, managed and run by the government.

The government operates in the areas which are of basic or strategic importance and also the areas that require huge investments beyond the scope of private enterprises. The public enterprises in India have been on a steady rise since their big show in the Third Five Year Plan and have engaged themselves in a number of economic activities like advancing loans, regulating trade and commerce, heavy machine manufacturing, chemical drugs and fertilizers, oil drilling etc. e.g. The Steel Authority of India, Hindustan Aeronautics Limited, National Thermal Power Corporation etc.

Public enterprises as a form of business organization have attained a great deal of significance in recent times. The government owned enterprises are also called Public Enterprises (PEs). Strictly speaking the term public enterprise, as a business entity, refers to any industrial or commercial undertaking which is owned and managed by the central, state or local government and of which the

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output is marketed i.e. not supplied free. Thus public enterprises include manufacturing, trading as well as service organizations which are essentially business undertakings. The objectives of public enterprises in India are laid down in conformity with the objectives of the development plans. They are accountable to the government and the parliament or state legislatures regarding the fulfillment of their objectives.

Public enterprises consist of nationalized private organizations as well as new enterprises promoted under government ownership and control. Life Insurance Corporation, Indian Airlines Corporation, Coal India Ltd. etc. are examples of public enterprises established by nationalizing private organizations. HindustanMachine Tools, Hindustan Antibiotics

Ltd., Chittaranjan Locomotive Works, etc., are examples of public enterprises promoted by government.

According to A. H. Hansen, a public enterprise denotes "state ownership and operation of industrial, agricultural, financial and commercial undertakings".

According to N. N. Malaya, "Public enterprises are autonomous or semi-autonomous corporations and companies established, owned and controlled by the state and engaged in industrial and commercial undertakings".

Difference between a Public Enterprise and a Private Enterprise

- The term public enterprise denotes a form of business organization owned and managed by the state government or any other public authority. So it is an undertaking owned and controlled by the local or state or central government. The whole or most of the investment is made by the government.

  Private enterprises refer to industrial and commercial organizations which are set up under individual or group ownership within the general framework of regulatory laws and rules of the government. These include manufacturing and commercial companies, medium and small firms organized as proprietary and partnership concerns.

- Public enterprises are governed by public policies framed by government and aimed at maximizing social welfare and upholding public interest.

  Private enterprises are primarily motivated by private profit. Private enterprises are free to set their objectives and to undertake any business activity except those which are illegal. However, private enterprises are also regulated by government controls of different kinds

Objectives

It is clear from the reasons which prompted the growth of public enterprises, that the principal objectives of these undertakings are many. Few objectives are outlined below:

I) To achieve rapid economic development through industrial growth in accordance with the development plans.

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2) To channelize resources in the best possible manners for economic growth.

3) To secure public welfare and to reduce inequalities in the distribution of income and wealth.

4) To ensure balanced regional development of industry and trade.

5) To prevent the growth of monopoly and concentration of economic power in a few private hands.

6) To control the prices of essential consumer goods in the market to prevent public hardship.

7) To mobilize public savings through financial institutions to meet the demands of public and private enterprises in accordance with planned priorities.

8) To provide satisfactory employment conditions to the personnel as model employers.

Characteristics

The chief characteristics of public enterprises are:

1. Autonomous or semi-autonomous organization

Public enterprise is an autonomous or semi-autonomous organization because some enterprises work under the direct control of the government and some organizations are established under statutes and Companies Act.

2. State control

The public enterprises are financed, owned and managed by the government may be a central or state government.

3. Rendering service

The primary objective of the establishment of public enterprises is to serve the public at large by supplying the essential goods at a reasonable price and creating employment opportunities.

4. Useful to various sectors

The state enterprises serve all section of people in the community.

5. Monopoly Enterprises

In some specific cases private sectors are not allowed and as such the public enterprises enjoy monopoly in operation. The state enterprises enjoy monopoly in Railways, Post and Telegraph.

6. A direct channel for use of foreign money

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Sometimes the government receives foreign assistance from industrially advanced countries for the development of industries. These advances received are spent through public enterprises.

7. **Public accountability**

   The state enterprises are liable to the general public for their performances because they are responsible for the nation.

8. **Agent for implementing government plans**

   The public enterprises run as per the directive of the government and as such the economic policies and plans of the government are implemented through public enterprises.

9. **Financial Independence**

   Though investment in government undertaking is done by the government, public enterprises are financially independent for arranging finance for day-to-day operation.

Features of Public Enterprises

1) Public enterprises are owned and managed by the government or agencies set up by the government.
2) The whole or major part of the capital required for the public enterprises is provided by government.
3) A public enterprise can be organized as a departmental undertaking or as a statutory corporation or as a government company.
4) These are governed by public policies laid down by the government in the public interest and are not entirely guided by profit motive.
5) Their objectives are laid down in conformity with the development plans. They are accountable to the Parliament or state legislature for their performance and fulfillment of objectives.

3.5.2. Forms of Organization of Public Undertakings

Suitable forms of organization for running state enterprises are required to increase the efficiency of the concern. Excessive dependence on government or finances for running state enterprises would increase government interference in the day to day working. Thus these enterprises should be run on business lines and necessary autonomy should be allowed to them.

Following forms of organization are generally used for state enterprises.

A. Departmental Undertakings

Departmental form of organization of managing state enterprises is the oldest form of organization. In this form, the enterprise works as a part of government department. The finances are provided by the government and

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management is in the hands of civil servants. The Minister of the department is the ultimate in-charge of the enterprise. For example, the Indian Railways are managed by the Ministry of Railways. Post and Telegraph services are run as a department, in the Ministry of Communication.

The enterprise is subjected to legislative security. Departmental management is suitable for public utility services and strategic industries. In India, railways, post and telegraph are working as government departments. In the same way, strategic industries like defence and atomic power are under government. This type of enterprise is financed through annual budget ap¬propriates made by legislatures and its revenues are paid into the treasury. Departmental enterprises are subject to budget accounting and auditing con¬trols applicable to all govt. departments.

Characteristics

(i) The undertakings are wholly dependent on government for finances. State treasury provides finances and surplus money (profits) is deposited in treasury.

(ii) The management is in the hands of the government. The enterprise is managed and controlled by the civil servants of the department.

(iii) The budget of the department is passed by the Parliament and/or by the state legislature.

(iv) The accounting and audit control applicable to other government departments are applicable to state enterprises also.

(v) The department enjoys legal immunity. Governmental sanction is necessary for suing the undertakings.

Advantages

(i) Useful for Specific Industries

Departmental form of organization is necessary for public utility services. The motive of these industries is not to earn profits but to provide services at cheap rates. Strategic industries like defense and atomic power can be better managed under government departments.

(ii) Help in Implementing Government Policies

Government policies and programmes are better implemented by the enterprises under direct government control.

(iii) Complete Government Control

Departmental undertakings are completely under government control. These undertakings are associated with one of the government departments. Government can regulate their working in a proper way.

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(iv) Legislative Control

These undertakings are under the control of legislatures. Government is answerable to the legislature for the working of departmental undertakings. Legislative control acts as a check on these undertakings.

(v) Source of Income for Government

These undertakings are run on commercial lines. They earn profits like private enterprises. They provide finances to the government for initiating other social and development activities.

(vi) Secrecy

Department undertakings can maintain secrecy in their workings. Secrecy is especially necessary for undertakings like defence.

(vii) Useful for Developing Enterprises

Departmental form of organization is necessary for those undertakings which are in a developing stage. They are suitable for enterprises where gestation period is long.

(ix) Complete Accountability

The accountabil¬ity of departmental undertakings to Parliament is complete, their management being under the Min¬istry concerned, or it assures the maximum degree of control by politically responsible officials.

(x) Absolute Govt. Control

It provides a means of securing absolute govt. control.

(xi) Instrument of Social Policy

The state can make use of these undertakings as instruments of its economic and social policy.

(xii) Direct Criticism in Parliament

From the public point of view the departmental organization has an advantage that if anything goes wrong or if the public is dissatisfied with the working of an undertaking the matter can be immediately raised in Parliament.

Disadvantages

(i) Excessive Government Interference

There is excessive government interference in departmental organization. These undertakings are not given freedom to decide their own policies.

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(ii) Shortage of Competent Staff

Departmental undertakings are like administrative departments. Civil servants are given control of these undertakings; who are not suitable for running commercial organizations.

(iii) Centralization of Powers

All policies are decided at the ministerial level. The powers are centralized at the higher level. It adversely affects the efficiency of the concerns.

(iv) Red Tapism

There is delay in taking important decisions. Red tapism is prevalent as in other government departments. Commercial organizations cannot afford delay in taking decisions.

(v) Inefficiency

Losses in departmental undertakings are not taken seriously. They are run as government departments and not as commercial undertakings.

(vi) No Business-Like Functioning:

Control by legislature makes it subject to political changes and consequently it becomes difficult to formulate long-range business plans. Moreover, officials are afraid of taking initiative and risks for fear of being criticized in the Parliament.

(vii) Political Influence

The departmentally managed undertakings are under the control of ministers and the political parties. The poli¬cies suffer from instability because of the uncer¬tainty attached to the tenure of political parties and ministers.

(ix) Delay in Decision-Making

Govt. officials who are asked to manage public undertakings gen¬erally lack business acumen. They are used to working under a rigid system of set rules. This causes delay in decision-making which is harmful for busi¬ness enterprise.

(x) Inflexibility

The departmental organization fails to provide flexibility which is essential for effec¬tive business operations.

B) Public Corporation

A public or statutory corporation is created by a special Act which defines its powers, functions, privileges and prescribes the pattern of manage¬ment.

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There are three important features of this corporation. In the first place, it is an autonomous body corporate and is administered by a board of directors in which various interests are represented. The board formulates policies which are executed by a chairman or a director general in its day-to- day administration. Secondly, since it is to a large extent, free from direct parliamentary control it can operate like a true business concern. Thirdly, it is financially self-supporting; it is usually set up with a capital fund and is allowed to use its earnings. However, when the govt. has to provide capital to these corpora¬tions, parliamentary control is exercised over them, otherwise they are free from parliamentary control. Examples of such corporations are the Indian Air¬lines Corporation, Life Insurance Corporation (LIC), Oil and Natural Gas Commission (ONGC), Food Corporation of India (FCI), Central Warehousing Corporation, Industrial Finance Corporation of India (IFCI) etc

Thus we can say that, a public corporation is clothed with the powers of the government but possess the flexibility and initiative of a private enterprise. Public Corporation is a continuation of public ownership, public accountability and business management for public ends.

Features of public corpo¬ration

1. It is owned by the State.
2. It is created by a special law defining its objectives, powers and privileges and prescribing the form of management and its relationship with govt. departments.
3. It is a body corporate and can sue and be sued, enter into contracts and acquire property in its own name.
4. Apart for appropriations to provide capi¬tal or to cover losses, it is usually independently financed; it obtains funds by borrowing either from the govt. or in some cases, from the public and through revenues derived from the sale of goods and services and has the authority to use and re¬use its revenue.
5. It is ordinarily not subject to the budget, ac¬counting and audit laws and procedures applica¬ble to govt. departments.

Characteristics

(i) Separate Legal Entity

A public corporation is created by a separate legislative act. It is a separate legal entity. It can sue or be sued without any government approval.

(ii) Government Investment

These corporations are financed by the government. In some cases

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private capital may also be associated, but at least 51% of the shares are held by the government.

(iii) Financial Autonomy

Corporations are not dependent on the state exchequer for its day-to-day financial requirements. Legislatures do not pass their budgets. They can also raise loans separately.

(iv) Government Appointed Management

The management of the corporation is appointed by the Government. Generally a board is nominated to manage these undertakings.

(v) Service Motive

The motive of public corporations is to provide service to the public at a reasonable price.

(vi) Independent Recruitment of Employees

These corporations recruit their own employees. They can appoint capable persons to manage the corporations on commercial lines.

(vii) No Government Interference

Public corporations are free from government interference. They execute their independent policies. They do not depend upon government departments for determining their policies.

Advantages of Public Corporation

1. Quick Decision Making Power

Ability to make quick decisions not only on routine matters but also on important questions of policy is an es¬sential condition for success of business manage¬ment, which is available with a public corporation.

2. Internal Autonomy

It enjoys complete in¬ternal autonomy and is free from parliamentary or political control in the internal and routine man¬agement. They can set their own goals and can decide their own line of action

3. Best Management

Management is vested in a chosen body, Governing Board representing top men of ability, skill, and business experience. It is a form of management combining of what is best in management and what is best in public service.

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4. Financial Independence

Corporation has defined powers and functions which are governed by a special Act. It has financial independence and a clear-cut jurisdiction over a specific area, indus¬try or commercial activity.

5. Independent Legal Status

Corporation is a legal person. It can sue or be sued in the Court. It is its own master, answerable fully as any other in¬dividual or company. It is a public authority for public purpose.

6. Employment of Competent Persons

These corporations utilize the services of competent persons. All important positions are given to capable persons.

7. Flexibility

A public corporation has flex¬ibility of operation, accountability to the Parliament but no bureaucracy. For the success of a business enterprise, flexibility is the essential prerequisite, which is available in public corporation.

8. Free from Government Interference

Public corporations are free from government interference. They are not dependent on government departments. Various policies are decided independently. Management is free to manage these undertakings.

9. Run on Business Lines

These undertakings are run on commercial lines. They also earn profits like private concerns. It helps these undertakings to finance their schemes and undertake expansion plans.

10. Accountability

These undertakings are accountable to the legislature for their performance; otherwise they are criticized in the Parliament or state legislature.

11. Service to Society

Public corporations provide goods and services to the people at reasonable prices. Though they also earn profits, their primary aim is to offer public service and promote public welfare.

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Disadvantages of Public Corporation

1. **Limited Autonomy**

   Though public corporations enjoy internal autonomy, still government's interference is there. All important policies are decided with government approval. So, limited autonomy is exercised by these corporations.

2. **Difficulty in making Changes**

   It is a rigid form of organization as any change in its constitution and powers will require amendment of the special act.

3. **Time Consuming**

   It needs special legisla¬tion and hence its formation is elaborate and time-consuming.

4. **Not suitable for every type of enterprise**

   It is suitable for the management of very big enterprises only. It is not a suitable organization for trading business.

5. **Misuse of Financial Autonomy**

   Financial autonomy of the corporation is sometimes misused by the management. Public money may be wasted on unnecessary projects.

6. **Government Control**

   Though these corporations are autonomous bodies, still there are many controls exercised by the government. Public Accounts Committee and Auditor and Comptroller General of India exercise control on these corporations

Evaluation

The public corporation strikes a middle course between the departmentally-run undertakings on one side and the privately owned and managed corporate bodies on the other. It represents an at¬tempt to combine some of the desirable features of both of them and to secure the best of both the worlds. Herbert Morrison has observed that it is a combination of public accountability and manage¬ment for public ends.

C. Government Company Organization

A company owned by central and/or state government is called a government company. Either whole of the capital or majority of the shares are owned by the government. In some cases, private investment is also encouraged but at least 51% shares are held by the government. Management of these companies is under the control of the government. Subsidiary companies of government companies are also covered under government companies.

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According to Indian Companies Act, 2013 "Government company means any company in which not less than 51 per cent of the paid up share capital is held by the central government or by any state government or governments or partly by the central government and partly by one or more state governments and includes a company which is a subsidiary of a government company."

Government companies are registered both as public limited and private limited companies but the management remains with the government in both the cases. Government companies enjoy some privileges which are not available to non-government companies. No special statute is required to form government companies. Nationalized industries can also be run up by government companies. Some of the examples of government companies in India are Coal Mines Authority Ltd., Steel Authority of India Ltd., The Hindustan Machine Tools Ltd., Heavy Electricals Ltd, Indian Refineries Ltd, Hindustan Shipyard Ltd. Indian Oil Corporation, The Fertilizer Corporation of India, National Coal Development Corporation Ltd. etc

Features of Government Company

1. It has most of the features of a private lim¬ited company.
2. The whole of the capital stock or 51%. or over of it, is owned by the Government.
3. All the directors or a majority of them, are appointed by the Government, depending upon the extent to which private capital is participating in the enterprise.
4. It is a body corporate created under a gen¬eral law viz., the Companies Act.
5. It can sue and be sued, enter into contract, and acquire property in its own name.
6. Unlike the public corporation, it is created by an executive decision of the Govt. without Par-liaments specific approval. Its Articles of Association, though confirms to an Act, are drawn and revisable by the government.
7. Its funds are obtained from the Govt. and in some cases, from private shareholders and from revenues derived from the sale of its goods and services.
8. It is generally exempt from the personnel, budget, accounting and audit laws and procedures applicable to govt. departments.

Advantages

(i) Flexibility in management

There is opera¬tional and functional freedom and flexibility in the management of government companies. Companies can organize their working according to the requirement of the situation.

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(ii) Easy formation

The setting up of an en¬terprise takes no time. It is very simple to form a company, as the Arti¬cles of govt. companies are not rigid like the provisions of the Acts creating public corporations.

(iii) Run on commercial lines

Government companies are run on sound business lines. They earn surplus, which finances their own expansion plans.

(iv) Healthy competition

Government companies provide healthy competition to the private sector. Private businessmen will have to be careful in fixing their prices.

(v) Financial autonomy

These companies are dependent on the government only for their initial investments. They can plan their own capital structure. The companies earn profits and these profits can be used for further investments.

(vi) Helpful in developing the neglected sectors

Private sector may not be coming forth to invest in certain sectors which are important from the national point of view. Thus Government companies can enter all the neglected areas and can help in all-round growth of the economy

(vii) Providing industrial environment

An industrial infrastructure is provided by the government companies. Thus they help the growth of ancillary units.

(viii) The Company form may be adopted for three reasons

(a) When the govt. may have to take over an existing enterprise in an emergency.

(b) Where the state wishes to launch an en¬terprise in association with private for¬eign capital

or

(c) Where govt. wishes to start an enterprise with a view to transforming it to a private management.

Disadvantages

(i) Slackness in management

The management of government companies is slackened under the garb of public service. These companies are not generally as efficient as units in the private sector.

(ii) Political interference

There is a lot of political interference in government companies. Every government tries to nominate directors from its own political party and the companies are run on political considerations.

(iii) Red tapism

These companies are dependent on the government for taking important policy decisions. Red-tapism in government departments affects the working of these companies.

(iv) Limited autonomy

Theoretically, these companies are free from government control but in reality they have to get permission from government departments regarding loans, capital and managerial appointments.

(v) Official domination

Civil servants appointed on important managerial posts of these companies are many a time not capable of running these undertakings on sound business lines

(vi) Single Shareholder

In the case of a govt. company, the govt. is the only shareholder and the judgment of a single shareholder is bound to be inferior.

3.6 SUMMARY

In this unit you have learned about the various forms of business Ownership, Factors affecting choices of an ideal form of ownership, their features Merits and Demerits. The unit also explained the difference between a traditional partnership and a Limited Liability Partnership, difference between private and public company. It also focused on Public Enterprises, its objectives, features and the forms of organizations of Public Undertakings

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NOTES

3.7 QUESTIONS AND EXERCISE

Q1) Explain in details the various Factors affecting the choice of an ideal form of ownership.

Q2) Explain Sole Trading concern with its advantages and disadvantages

Q3) What do you mean by a Joint Stock Company? Highlight its features.

Q4) Explain the importance of a Public Enterprise. What are the different Forms of Organizations of Public Undertakings?

3.8 TASK

a) Study in detail the contents of a partnership agreement.

b) Study the constitution of a government company and understand the difference between a Joint Stock company and a public enterprise.

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UNIT - 4 FORMATION OF A COMPANY

4.0 INTRODUCTION

Moving from the Companies Act 1956 to the Companies Act 2013 is like shifting from your old house to a new one. In the old house, where you have stayed for years, everything would have found its own place – the shoes, the clothes, umbrella, first aid, brooms and whatever else you need in your household. Your legs can find their own way, even in pitch dark of night. As you move into the new house, first, there is a huge process of "getting used to" – which is anyway usual for any such shifting.

Companies Act 1956 was an Act of the Parliament of India, enacted in 1956, which enabled companies to be formed by registration, set out the responsibilities of companies, their directors and secretaries and also provides for the procedures for its winding.

The Companies Act 2013 is an Act of the Parliament of India on Indian company law which regulates incorporation of a company, responsibilities of a company, directors, dissolution of a company. The 2013 Act is divided into 29 chapters containing 470 sections as against 658 Sections in the Companies Act, 1956 and has 7 schedules. The Act came into force on 12 September 2013 with few changes like; earlier in private companies maximum number of members was 50 and now it will be 200. A total of another 184 sections came into force from 1 April 2014.The unit also discusses the important documents of the company viz. Memorandum, Article and the Prospectus.

4.1 UNIT OBJECTIVES

- To understand the Companies Act 2013
- To study the stages in the formation of the company
- To study the important documents of the company

4.2 STAGES IN FORMATION AND INCORPORATION OF A COMPANY

Section 2(20) of the 2013 Act defines the term "company" to mean "a company incorporated under the Companies Act 2013 or any previous company law."

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"A company is an association of many persons who contribute money or money's worth to a common stock and employs it in some trade or business and who share the profit and loss arising there from. The common stock so contributed is denoted in money and is the capital of the company. The persons who contributed to it or created it, or to whom it belongs, are members. The proportion of capital to which each member is entitled is his "share". The shares are always transferable although the right to transfer them may be restricted". (Lord Justice Lindley)

The formation of a company is an elaborate process. It consists of four stages:

(1) Promotion

(2) Incorporation

(3) Capital subscription

(4) Ccommencement of business

4.2.1 Promotion Of A Business

Promotion is the first stage in the formation of a company. The person who takes a lead in the formation of a company by undertaking the work of promotion is called 'promoter'. The promoter may take the help of some other experts or specialists (associates). Collectively, they are known as 'Promoters'. Promotion includes all preliminary activities by the promoters in establishing the business enterprise.

In particular, it consists of the following five stages

(i) Discovery of idea (i.e. Business opportunity)

(ii) Investigation of the idea

(iii) Assembling

(iv) Provision of finance

(v) Presentation of the proposition.

The promoters first get the idea of exploiting commercial possibility of starting a new business or expanding the scope of an existing business. In order to ascertain whether the proposed project is commercially, financially, technical and managerial ssound, the promoters conduct detailed investigation about manual, material and managerial resources, the condition of the market, transport facilities, probable location and site, etc. and prepare a project report.

The promoters then bring together or assemble the various factors of production such as Land, buildings, machinery, labor, etc. They enter into preliminary contracts for purchasing property and assets, if necessary also with brokers, solicitors and auditors. They also prepare a financial plan taking into consideration the fixed and working capital requirements for the proposed

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company. The plan considers source of raising finance such as shares, debentures public deposits and loans.

Finally, the promoters contact persons who are prepared to be founder members and agree to associate themselves into a company. Thereafter, the promoters make necessary arrangements for drafting various documents such as the memorandum of association, articles of association, prospectus, written consent of directors, statutory declaration, etc. The promoters present the entire business proposition to the founder members through these documents for their consideration and approval.

4.2.2 Incorporation And Registration

The INC 29: Section 4, 7, 12, 152 and 153 of Companies Act 2013 deals with how to incorporate a company. The new Companies (Amendment) Act, 2015 bring some new provisions relating to the incorporation of a company.

The Companies Act, 2013 provides for the kind of companies that can be promoted and registered under the Act. Formation of Company, Section 3(1) of the Companies Act 2013 states that a company may be formed for any lawful purpose by (a) seven or more persons, where the company to be formed is to be a public company; (b) two or more persons, where the company to be formed is to be a private company; or (c) one person, where the company to be formed is to be One Person Company that is to say, a private company can subscribe its names or his name to a memorandum and can comply with the requirements of this Act in respect of registration. A company formed under Section 3(1) may be either (a) a company limited by shares; or (b) a company limited by guarantee; or (c) an unlimited company.

The term 'Incorporation of company' means getting the association (i.e. Proposed Company) registered under the prevailing Companies Act or a special Act of Parliament, as the case may be. When the association is registered, it can be called a 'company'. Such a company then becomes a legal entity or a body corporate having separate existence independent of its members.

The promoters have to take the following steps for getting the company Incorporated:

(1) To decide the state wherein the registered office of the company is to be situated.

(2) To get the name of the company confirmed for the Registrar of Companies.

(3) To get the Memorandum of Aassociation and the Articles of Aassociation prepared and printed.

(4) To file an application in the prescribed form with the Registrar of Ccompanies for registration of the company. This form must be accompanied by

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(i) the Memorandum

(ii) the Articles

(iii) the list of directors and their consent to act as directors and take up the qualification shares and

(iv) the statutory declaration That All legal informalities have been complied with.

The promoters have to pay the necessary stamp duty, filing fees and registration fees along with the application. The registrar will then scrutinise the documents and, if they are in order, will issue the certificate of Incorporationn. The company comes into existence from the date of Incorporation. A private company at this stage can immediately commence its business.

4.2.3 Capital Subscription

The company makes all the arrangements to raise the capital. The arrangements include:

(1) Holding the first board meeting to approve the appointments of secretary, bankers, brokers, solicitors, etc. and to approve the draft prospectus.

(2) Complying with the guidelines laid down by the Securities and Exchange Board of India with regard to the issue of share capital.

(3) Listing of shares on the Stock Exchange

(4) Filing of prospectus with the registrar

(5) Issue of prospectus to the public

(6) Receipt of share application forms along with application money

(7) Ensuring receipt of minimum subscription

(8) Allotment of shares

(9) Filing of return of allotment

(10) Issue of share certificates

4.2.4 Commencement Of Business

A public company cannot commence its business till it gets the Certificate To Commence Business. For this purpose, the following documents are to be filled with the Registrar:

(1) A declaration that the Prospectus or Statement in lieu of Prospectus has been filled with the Registrar.

(2) A statement that minimum subscription has been collected and the shares are allotted.

(3) A statement that every Director has paid for the qualification shares.

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(4) A statement that the permission of a recognized Stock Exchange for listing of shares is obtained.

(5) A declaration that the above requirements have been duly complied with.

The Registrar examines the documents filed and, if they are in order, issues the 'Certificate to Commence Business'. A public company can commence business from the date of this certificate.

4.3 DOCUMENTS OF A COMPANY

Some of the most important documents issued by a company are as follows:

1. Memorandum of Association
2. Articles of Association
3. Prospectus.

4.3.1 Memorandum Of Association

Definition of Memorandum

According to Sec. 2 (28) of the Companies Act,2013 "Memorandum means the Memorandum of Association of a company as originally framed or as altered from time to time in pursuance of any previous companies law or of this act."

Lord Cairns in the leading case of Ashbury Railway Carriage Co. V. Riche observed that "The Memorandum of Association of a company is its charter and defines the limitation of the powers of a company." "The memorandum contains the fundamental conditions upon which alone the company is allowed to be incorporated."

According to Lord Macmillan, "The purpose of the memorandum is to enable the shareholders, creditors and those who deal with the company, to know what the permitted range of enterprise is."

According to Lord Salborne, "The memorandum of association is an important and unalterable (excluding a few conditions) charter. The company is incorporated only for such objects which are given in the Memorandum."

Contents /Clauses of Memorandum:

The memorandum of association of every company must contain the following clauses :-

1. Name clause

The first clause of Memorandum of Association requires a company to state its name. The company being a legal person must have a name to establish its identity. The name of the company is mentioned in the

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name clause. A public limited company must end with the word 'Limited' and a private limited company must end with the words 'Private Limited'. The company cannot have a name which in the opinion of the Central Government is undesirable. A name which is identical with or nearly resembles the name of another company in existence will not be allowed. A company cannot use a name which is prohibited under the Names and Emblems (Prevention of Misuse Act, 1950 or use a name suggestive of connection to government or State patronage).

2. Domicile clause

The state in which the registered office of company is to be situated is mentioned in this clause. This is required in order to fix the domicile of the company, that is, the place of its registration. Notice in form no 18 must be given to the Registrar of Companies within 30 days of the date of incorporation of the company. Similarly, any change in the registered office must also be intimated in form no 18 to the Registrar of Companies within 30 days. The registered office of the company is the official address of the company where the statutory books and records must normally be kept. Every company must affix or paint its name and address of its registered office on the outside of the every office or place at which its activities are carried out. The name must be written in one of the local languages and in English.

3. Object Clause

This is the most important clause in the memorandum because it not only shows the object for which the company is formed but also determines the extent of the powers which the company can exercise in order to achieve the object or objects. Stating the objects of the company in the Memorandum of Association is not a mere legal technicality but is a necessity of great practical importance. The company cannot carry on any activity which is not authorized by its memorandum of association. This clause must specify:-

1. Main objects of the company to be pursued by the company on its incorporation
2. Objects incidental or ancillary to the attainment of the main objects
3. Other objects of the company not included in (i) and (ii) above. In case of the companies other than trading corporations whose objects are not confined to one state, the states to whose territories the objects of the company extend must be specified.

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4. **Liability Clause**

This clause of Memorandum of Association has to state the nature of liability that the members incur. In case of a company limited by shares, the members are liable only to the amount unpaid on the shares taken by them. In the case of company limited by guarantee the members are liable to the amount undertaken to be contributed by them to the assets of the company in the event of its winding up. A declaration that the liability of the members is unlimited in case of the unlimited companies must be given. The effect of this clause is that in a company limited by shares, no member can be called upon to pay more than the uncalled amount on his shares. If his shares are already fully paid up, he has no liability towards the company.

5. **Capital Clause**

Every limited company having a share capital must state the amount of its share capital with which the company is proposed to be registered and the division thereof into shares of a fixed denomination, in this clause. This capital is described as "registered", "authorized" or "nominal" capital and the stamp duty is payable on this amount. There is no legal limit to the amount of share capital. The amount of authorized capital should be sufficiently high so that further issue of shares may easily be done to finance the expanding business. An unlimited company having a share capital is not required to have the capital clauses in its Memorandum of Association.

6. **Association or Subscription Clause**

Under this clause we have the "declaration of association", which is made by the signatories of the Memorandum of Association under their signatures duly attested by witness, that they desire to be formed into a company and that they agree to the purchase of qualification shares placed against their respective name if any.

The Memorandum of Association of a company should be divided into paragraphs, numbered consecutively and printed. The memorandum shall be such in one of the forms in Table B, C, D, and E in Schedule I of the Act. At least seven persons in the case of a public company and at least two in the case of a private company must subscribe to the memorandum.

Features of Memorandum:

1. **An unalterable charter of the company**

Until the year 1890, it was regarded as an unalterable charter of the company. That, however, led to a number of difficulties in the working of the companies. Consequently, a provision had to be made in the Act

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itself for altering it in certain cases. Except for this provision the Memorandum of Association is still regarded as an unalterable charter. Section 16 of the Companies Act recognizes this unalterable character of this document.

2. **Base of incorporation**

   In order to get the company incorporated, Memorandum of Association is to be filed with the Registrar of Companies. It is signed by at least seven persons in case of public company and signed by two persons in case of a private company.

3. **Determines the area of operation of the company**

   It lays down the activities to be undertaken by the company. Any action outside the scope of Memorandum of Association will be void.

4. **Defines the relationship of company with the outsiders**

   It defines the relationship of company with the outsiders. Its purpose is to enable the shareholders and creditors and those who deal with the company to know what are the permitted range of the enterprise and its powers.

Alteration of Memorandum

Section 16 of the Act provides that a company shall not alter the conditions contained in its memorandum except in the case, in the manner and to the extent provided in the Act. The intention of the Legislature is to prevent too easy an alteration of the conditions contained in the Memorandum of Association.

4.3.2 Articles Of Association

An extremely significant subsidiary to the Memorandum of Association is the Article of Association (AOA) which constitutes all the empowering laws, norms, rules and regulations for the management to control the internal affairs of a company. The Articles of Association contain the rules and regulations of the internal management of the company. The AOA is nothing but a contract between the company and its members and also between the members themselves that they shall abide by the rules and regulations of internal management of the company specified in the AOA. It specifies the rights and duties of the members and directors. Normally, every company has its own Article. However, if a company does not have its own AOA, the model Article of Association specified in Schedule I - Table A will apply. However, a private company must have its own AOA.

The important items covered by the Article of Association include:-

1. Different classes of shares and their rights
2. Procedure for issue of share certificate

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3. Lien on shares
4. The time lag in between the calls on shares
5. Conversion of shares into stock
6. Payment of commission on shares and debentures to underwriters
7. Payment of dividends and creation of reserves
8. Use of common seal of the company
9. Powers, duties, rights and liabilities of Director.
10. Powers, duties, rights and liabilities of members
11. Director's rights regarding holding meetings, delegation of authority, voting and interest conflict.
12. Capitalization of profits
13. Removal and appointment of the board members
14. Record of all decisions taken by the directors
15. Company's right to issuing shares
16. Different share classes, certificates and transfers.
17. Addresses the dividends and other distribution rules for the members.
18. Borrowing powers of the company
19. Calls on shares
20. Transfer and transmission of shares
21. Forfeiture of shares.
22. Voting powers of members
23. Arbitration provision, if any
24. Winding up, etc

Alteration of articles of association

The AOA is amendable by way of deleting, adding, modifying, altering, substituting or by any other way. To make amendments in the Article of Association, in case of a private limited company an agreement has to be signed following the rules set in the Article of Association, with the consent of all the members. For public limited companies, a special resolution has to be passed followed by filing the MGT-14 form with the Registrar and submitting a signed copy of amended Article of Association.

The articles must be printed, divided into paragraphs and numbered consequently and must be signed by each subscriber to the Memorandum of Association, who shall add his address, description and occupation in presence of at least one witness who must attest the signature and likewise add his address, description and occupation. The articles of association of the company when

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registered bind the company and the members thereof to the same extent as if it was signed by the company and by each member. Just like the MOA, AOA should be printed and must be issued to the public including shareholders and prospective investors.

The AOA is a binding contract that governs the obligations and ordinary rights of an individual's membership in a company. No clause of the AOA can violate the clauses in the MOA. While having a MOA is mandatory for any limited company, having the AOA is not a legal binding for all.

Conclusion

The AOA is a vital document for a company. It holds almost equal importance as the Memorandum of Association. Though unlike the MOA, the AOA can be easily amended; if a company wishes not to allow amendments easily (or not at all) then an entrenchment can also be passed for the same.

4.3.3 Prospectus

Section 2(70) of the Companies Act, 2013 defines a prospectus as "A prospectus means any document described or issued as a prospectus and includes any notices, circular, advertisement or other documents inviting deposit from the public or documents inviting offer from the public for the subscription of shares or debentures in a company." A prospectus also includes shelf prospectus and red herring prospectus. A prospectus is not merely an advertisement.

A document shall be called a prospectus if it satisfies two things

1. It invites subscription to shares or debentures or invites deposits.
2. The aforesaid invitation is made to the public.

Contents of a prospectus

1. Address of the registered office of the company.
2. Name and address of company secretary, auditors, bankers, underwriters etc.
3. Dates of the opening and closing of the issue.
4. Declaration about the issue of allotment letters and refunds within the prescribed time.
5. A statement by the board of directors about the separate bank account where all monies received out of shares issued are to be transferred.
6. Details about underwriting of the issue.
7. Consent of directors, auditors, bankers to the issue, expert's opinion if any.
8. The authority for the issue and the details of the resolution passed therefore.

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9. Procedure and time schedule for allotment and issue of securities.
10. Capital structure of the company.
11. Main objects and present business of the company and its location.
12. Main object of public offer and terms of the present issue.
13. Minimum subscription, amount payable by way of premium, issue of shares otherwise than on cash.
14. Details of directors including their appointment and remuneration.
15. Disclosure about sources of promoter's contribution.
16. Particulars relation to management perception of risk factors specific to the project, gestation period of the project, extent of progress made in the project and deadlines for completion of the project.

Various Categories of Prospectus

1. Statement in lieu of Prospectus

A private company, which does not raise its capital by public issue, need not issue a prospectus. In such a case a statement in lieu of prospectus must be filed with the Registrar 3 days before the allotment of shares or debentures is made. It should be dated and signed by each director or proposed director and should contain the same particulars as are required in case of prospectus proper.

2. Deemed Prospectus

Section 25 of the companies Act, 2013 provides that all documents containing offer of shares or debentures for sale shall be included within the definition of the term prospectus and shall be deemed as prospectus by implication of law.

Unless the contrary is proved an allotment of or an agreement to allot shares or debentures shall be deemed to have been made with a view to the shares or debentures being offered for sale to the public if it is shown

a. That the offer of the shares or debentures of or any of them for sale to the public was made within 6 month after the allotment or agreement to allot; or

b. That at the date when the offer was made the whole consideration to be received by the company in respect of the shares or debentures had not been received by it.

All enactments and rules of law as to the contents of prospectus shall apply to deemed prospectus.

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3. Abridged Prospectus [Sec. 2(1)]

Abridged prospectus means a memorandum containing such salient features of a prospectus as may be specified by the SEBI by making regulations in this behalf. No form of application for the purchase of any of the securities of a company shall be issued unless such form is accompanied by an abridged prospectus. A copy of the prospectus shall, on a request being made by any person before the closing of the subscription list and the offer, be furnished to him.

Legal requirement regarding issue of prospectus: (Sec. 26 of the Companies Act, 2013)

The Companies Act has defined some legal requirements about the issue and registration of a prospectus. The issue of the prospectus would be deemed to be legal only if the following requirements are met.

1. Issue after the incorporation

As a rule, the prospectus of a company can only be issued after its incorporation. A prospectus issued by, or on behalf of a company, or in relation to an intended company, shall be dated, and that date shall be taken as the date of publication of the prospectus.

2. Registration of prospectus

it is mandatory to get the prospectus registered with the Registrar of Companies before it is issued to the public. The procedure of getting the prospectus registered is as under:

a) A copy of the prospectus, duly signed by every person who is named therein as a director or a proposed director of the company must be filed with Registrar of Companies before the prospectus is issued to the public.

b) The following document must be attached thereto:

i) Consent to the issue of the prospectus required under any person as an expert confirming his written consent to the issue thereof, and that he has not withdrawn his consent as aforesaid appears in the prospectus.

ii) Copies of all contracts entered into with respect to the appointment of the managing director, directors and other officers of the company must also be filed with Registrar.

iii) If the auditor or accountant of the company has made any adjustments in the company's account, the said adjustments and the reasons thereof must be filed with the documents.

(iv) There must be a copy of the application which is to be filled for the issue of the company's shares and debentures attached with the prospectus.

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(v) The prospectus must have the written consent of all the persons who have been named as auditors, solicitors, bankers, brokers, etc.

3. **Every prospectus must have, on the face of it, a statement that:**

   i) A copy of the prospectus has been delivered to the Registrar for registration.

   ii) Specifies that any documents required to be endorsed by this section have been delivered to the Registrar.

4. A copy of the prospectus must be filed with the Registrar of Companies.

5. According to the Section 26, no prospectus shall be issued more than ninety days after the date on which a copy thereof is delivered for registration.

If a prospectus issued in contravention of the above stated provisions, then the company and every person who is a party to the issue of the prospectus shall be punishable.

4.4. SUMMARY

In this unit we learn about the various stages in the formation of a company. The detail formalities required to be complied with, in each of the stages. We understand the important documents of a company with their in detail meaning, importance and content.

4.5 QUESTIONS AND EXERCISE.

Q1) Explain the stages in the formation of a Joint Stock company.

Q2) 'Memorandum of Association is the constitution of the company' Elaborate

Q3) Highlight the need and importance of article of association

Q4) what do you mean by 'Prospectus'. Explain in details the contents of a prospectus.

4.6 TASK

Collect a copy of article of association and prospectus of any joint stock company and study its contents in detail.

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NOTES

UNIT - 5
ESTABLISHMENT OF BUSINESS ENTERPRISE

5.0 INTRODUCTION

The establishment of any business enterprise needs a lot of research, paperwork and legal formalities to be done. This unit aims to explain the various factors to be considered while starting a new business establishment. It also throws light on characteristics of small and medium enterprises and role of support organizations for the promotion of business.

5.1 UNIT OBJECTIVES

1. To understand the factors to be considered while launching a new business.
2. To understand the characteristics of Small and Medium Enterprises (SMEs)
3. To explain the importance of SMEs to the local economy
4. To appreciate the role of Chamber of Commerce and Trade Associations in promoting industry and commerce

5.2 FACTORS TO BE CONSIDERED WHILE STARTING A NEW BUSINESS ENTERPRISE

The development of a business is not a matter of seconds, it will involve a lot of time that is spent with hard work. Following are some important factors you need to consider while starting a business of your own.

1) Identification of Business Opportunity

Opportunity identification and selection are like comer stones of business enterprise. Better the former, better is the latter. Identification and selection of a suitable business opportunity serves as the saying 'well begun is half done. It may include-

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(a) Determination of objectives

The first step is to determine, define clearly the objectives and goals to be accomplished. Once goals are known, all efforts and activities can be directed to achieve them

(b) Discovery of an idea

No business can develop in the absence of a great idea. A great and practical idea is the only thing on which the development of your business will depend. You need to have a unique and innovative idea that stands out and offer something different (whether it is a concept, price or service) from the others.

2) Market Assessment

Once you have an idea, you need to determine if it's viable. To figure out if you should go ahead with your business idea, you need to ask questions like these:

- Is the market saturated?
- Does the market want what you're offering?
- What are your competitors doing?
- Can you reach your target audience?

Once you're sure of your business idea, dig in a little deeper. You may need information that'll help you develop a unique business proposition that'll give you a competitive advantage.

3) Suppliers

At the time of starting a business, a number of decisions are to be taken with regard to purchase of material parts, equipments, machinery, real estate etc. Sound decision regarding the determination of the suppliers term of credit, trade discount etc are needed for efficient conduct of business.

4) Technology

It is always better to invest in the best technology at the time of startup itself. Technology would include plant & machinery as well as latest office equipment. One should not exclude the software required to monitor the business. A technologically advanced business is expected to perform much better in the long run.

5) Location

Deciding an optimum location for the business is a strategic and an important one. A good location goes a long way in making the business successful. The location needs to be carefully chosen. You can save out on taxes, water and electricity costs if you are located in some

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areas. The raw materials can be easily sourced, the manpower would be easily available and you can save out on transportation costs in case of certain locations. Setting up a business in certain location could lead to subsidy and rebates from the Government

6) Human Resource

Any business requires efficient manpower to succeed. The staff needs to be carefully chosen since they are the ones who could make or break the business. The business needs to be set up in a location where there is sufficient availability of manpower both skilled as well as unskilled

7) Finance

Another important factor that should be considered, involves the funding of your business. You need to properly identify the sources through which you will be able to get the funding for your business. After identifying the initial costs required for starting the business; the financing pattern needs to be decided. The financing pattern will be mainly by way of capital introduction by the owner and borrowed funds.

8) Competition

Before entering new business, information about market competition needs to be found out. In case a product is a monopoly then the competition will not matter. Otherwise the success of the business will depend upon the demand and supply gap. You need to know what your competitors are doing and what are their strategies? With this knowledge, you will be able to formulate appropriate strategies for your company.

9) Laws, Rules & Regulation

Setting up a new business would require compliance with various laws & regulations. Each country is governed by separate laws and regulations which require that any new business be registered with certain authorities and meets certain compliance. Non-Compliance with the statute could lead to huge fines and penalty and hamper the success of the new business.

10) An effective business plan

Writing a business plan can help you determine if your idea is feasible and provides direction. With a business plan, you will be able to know every next step that should be taken.

All the above factors are important to start a successful business. Compromising any of these factors could hamper the growth. Starting a business these days is very challenging and an all-round knowledge of various factors is

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required to run a business successfully. It is important to make a Project Report on the basis of the above factors before starting a new business. Considering the above important factors will help one to eliminate the risks and obstacles that she/he will face in her/his entrepreneurial journey. When starting your own business, You need to work out how your business can be distinctive and offer a point of difference compared to the competition. You need to find something to offer which will ensure you build up a loyal customer base and customers come to you over others.

5.3 SMALL AND MEDIUM ENTERPRISES

Small and Medium Enterprises (SME) sector has emerged as a highly vibrant and dynamic sector of the Indian economy over the last six decades. SMEs not only play crucial role in providing large employment opportunities at comparatively lower capital cost than large industries but also help in industrialization of rural & backward areas, thereby, reducing regional imbalances, assuring more equitable distribution of national income and wealth. SMEs are complementary to large industries as ancillary units and this sector contributes enormously to the socio-economic development of the country. SMEs also play a significant role in Nation's development through its high contribution in domestic production, significant export earnings, low investment requirements, operational flexibility, location wise mobility, low intensive imports, capacities to develop appropriate indigenous technology, import substitution, contribution towards defence production, technology oriented industries, competitiveness in domestic and export markets thereby generating new entrepreneurs by providing knowledge, training and skill development .

Government of India was notified by its MSMED Act (Micro, Small & Medium Enterprises Development) in 2006 to address policy issues affecting SMEs as well as the coverage and investment ceiling of the sector. The Act seeks to facilitate the development of these enterprises as also enhancing their competitiveness. It provides the first-ever legal framework for recognition of the concept of "enterprise" which comprises both manufacturing and service entities. It defines medium enterprises for the first time and seeks to integrate the three tiers of these enterprises, namely, micro, small and medium. The enterprises can take any form - proprietorship, company, cooperative, association of persons, Hindu Undivided Family, partnership etc. SMEs are identified to provide special investment assistance and handholding as they contribute significantly to the employment, production and export in the country.

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Definition of MSMEs in India

(As Per Micro, Small & Medium Enterprises Development (MSMED) Act, 2006)

Manufacturing Enterprises - Investment in Plant & Machinery	
Description	**INR**
Micro Enterprises	upto Rs. 25 Lakh
Small Enterprises	above Rs. 25 Lakh & upto Rs. 5 Crore
Medium Enterprises	above Rs. 5 Crore & upto Rs. 10 Crore

Service Enterprises Investment in Equipments	
Description	**INR**
Micro Enterprises	upto Rs. 10 Lakh
Small Enterprises	above Rs. 10 Lakh & upto Rs. 2 Crore
Medium Enterprises	above Rs. 2 Crore & upto Rs. 5 Crore

Amendments proposed in 2015

The need for change in definition has been raised by the various stakeholders from time to time. The MSME related Parliamentary Standing Committee on Industry had taken up this issue and in its 245th Report had recommended that considering the inflation and dynamic market situation, the definition of MSME as provided in the MSMED Act may be revised every five years. Further, in its 258th Report, it had recommended that "if needed, the Act should be amended to make definition flexible". Ministry of MSME has accordingly decided in November 2014 for an amendment to the MSMED Act, 2006 to double the investment limits of micro and small enterprises and triple the investment limits of medium scale enterprises. Accordingly the following changes were made-

Manufacturing Sector	Existing Definition	Proposed Definition
Enterprises	Investment in plant & machinery	
Micro Enterprises	Does not exceed 25 lakh rupees	Does not exceed 50 lakh rupees
Small Enterprises	More than 25 lakh rupees but does not exceed 5 crore rupees	More than 50 lakh rupees but does not exceed 10 crore rupees

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Medium Enterprises	More than 5 crore rupees but does not exceed 10 crore rupees	More than 10 crore rupees but does not exceed 50 crore rupees
Service Sector Enterprises	**Existing Definition**	**Proposed Definition**
	Investment in equipments	
Micro Enterprises	Does not exceed 25 lakh rupees	Does not exceed 50 lakh rupees.
Small Enterprises	More than 25 lakh rupees but does not exceed 2 crore rupees	More than 50 lakh rupees but does not exceed 5 crore rupees
Medium Enterprises	More than 2 crore rupees but does not exceed 5 crore rupees	More than 5 crore rupees but does not exceed 15 crore rupees

Amendments proposed on February 7, 2018.

The Union Cabinet chaired by the Prime Minister Shri Narendra Modi has approved changes in the basis of classifying Micro, Small and Medium enterprises from 'investment in plant & machinery/equipment' to 'annual turnover'. This will encourage ease of doing business and align the enterprises to the new tax regime revolving around GST (Goods & Services Tax). There will be no distinction between manufacturing and service unit henceforth.

Section 7 of the Micro, Small and Medium Enterprises Development (MSMED) Act, 2006 was accordingly amended to define units producing goods and rendering services in terms of annual turnover as follows:

- A micro enterprise will be defined as a unit where the annual turnover does not exceed five crore rupees;
- A small enterprise will be defined as a unit where the annual turnover is more than five crore rupees but does not exceed Rs 75 crore;
- A medium enterprise will be defined as a unit where the annual turnover is more than seventy five crore rupees but does not exceed Rs 250 crore.
- Additionally, the Central Government may, by notification, vary turnover limits, which shall not exceed thrice the limits specified in Section 7 of the MSMED Act.

The change in the norms of classification will enhance the ease of doing business, the consequent growth and will pave the way for increased direct and indirect employment in the MSME sector of the country.

Characteristics of Small-Scale Industries

1. **Ownership.**

   Ownership of small scale unit is with one individual in sole-proprietorship or it can be with a few individuals in partnership.

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2. **Management and control.**

   These units are managed in a personalized fashion. The owner is activity involved in all the decisions concerning business.

3. **Area of operation.**

   The area of operation of small units is generally localized catering to the local or regional demand.

4. **Gestation period.**

   Gestation period of small scale unit is less as compared to large scale unit.

5. **Flexibility.**

   Small scale units as compared to large scale units are more flexible to adopt changes like new method of production, introduction of new products etc.

6. **Resources.**

   Small scale units use local or indigenous resources and as such can be located anywhere subject to the availability of these resources like labor and raw materials.

7. **Dispersal of units.**

   Small scale units use local resources and can be dispersed over a wide territory. Thereby promoting a balanced regional development

8. **Lack of a strong position to negotiate.**

   The area of operation of small units is small, similarly small production thus weak bargaining power and lack of economies of scale.

9. **A close relationship with the local community.**

   Due to direct contact between management and customers, a good public relation is maintained.

10. **Difficulties in obtaining capital.**

    Ownership of small scale unit is with a sole trader or with a few individuals in partnership. Thus limited capital raising capacity.

Objectives of Small Scale Industries

The objectives of small scale industries are

1. To create more employment opportunities with less investment.
2. To remove economic backwardness of rural and less developed regions of the economy.
3. To reduce regional imbalances.

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4. To mobilize and ensure optimum utilization of unexploited resources of the country.
5. To improve standard of living of people.
6. To ensure equitable distribution of income and wealth.
7. To solve unemployment problem.
8. To attain self-reliance.
9. To adopt latest technology aimed at producing better quality products at lower costs.

5.4 ROLE OF SUPPORT ORGANIZATION

Support organizations are unique forums, in which players from the same industry or sector meet to discuss issues of common interest, find common solutions and further their common commercial and professional interests. These organizations play an important role in modern economies. They undertake activities and functions which cannot be pursued efficiently by single firms on their own but are better suited for a collective effort. These activities, aims to promote and safeguard the interest of trade and industry. They have a major responsibility in promoting compliance to law and develop a strong competition culture in the country

5.4.1 Trade Associations

Trade Associations are voluntary unions of business units formed to promote and protect the common interest through collective efforts.

A trade association, also known as an industry trade group, business association or industry body, is an organization founded and funded by businesses that operate in a specific industry. Trade associations have a crucial role to play in promoting best practice, helping companies become more competitive and formulating effective public policy and delivery. They have tremendous potential to act as a co-ordinated voice of business when talking to government and great value in terms of quickly disseminating messages about government policy to their members. Trade Associations identify the effects of policy measures on their sector and act as an additional resource in ensuring that government action achieves its desired purpose.

Many Trade Associations have a complaints process and can effectively help resolve the problems, acting as a mediator between the customer and the member organization if necessary. Trade Associations facilitate the opportunity for members to network with their peers at conferences, exhibitions, trade shows, networking events and fundraisers, as well as provide continuing education opportunities for its members. Trade Associations are seen as the voice of their

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sector and able to represent all their members at every level. They provide a collaborative environment for like-minded professionals.

Other benefits of joining an industry or trade association include

- Access to specific knowledge about the industry
- Building an industry-specific network
- Increasing one's reputation in industry
- Gaining access to trade group discounts in purchasing

Few examples of trade associations are- All India Food Processors' Association (AIFPA), All India glass Manufacturers' Federation (AIGMF), All India Granites and Stone Association(AIGSA), All India Rice Exporters Association, All India Printing Ink Manufacturer's Association (AIPIMA)

5.4.2 Chambers of Commerce

Chamber of commerce is voluntary, nonprofit association of people engaged in trade, commerce and industry. Its members usually include merchants, industrialist, bankers, financers and brokers. It focuses on local community and on local businesses. They are formed on a regional basis to foster growth and development of business in their respective regions. Overall, a chamber is an association of business leaders that allows mutual promotion and protection of interests of their businesses, whether it be a small restaurant or a bookstore. These are frequently seen in individual towns and communities, but there are also state and national chapters that can be accessed.

A good chamber of commerce helps businesses bind together and come up with ways to better market their products and services. They form a collective to address important concerns and issues for the business community of their region.

The main difference between the chamber of commerce and trade association is that the trade association is confined to a particular trade or industry, while the chamber of commerce covers different trade, commerce and industry of a region- the region may be locality, country etc.

As a business, joining a chamber of commerce can be a good choice for a number of reasons:

- Increased exposure
- Networking opportunities
- Better understanding of business community concerns
- More credibility
- Increased marketing potential
- Stronger voice in local decision-making

Federation of Indian Chambers of Commerce and Industry (FICCI)-

It is an association of business organizations in India, established in 1927. It is a non-government, not-for-profit organization. FICCI draws its membership

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from the corporate sector, both private and public, including SMEs and MNCs. The chamber has an indirect membership of over 2,500,000 companies from various regional chambers of commerce. It is headquartered in the national capital New Delhi and has presence in 12 states in India and 8 countries across the world. FICCI has undertaken policy initiatives to address issues such as opportunities for women entrepreneurs, smuggling and piracy, energy conservation, and business arbitration. To address bilateral issues and to promote foreign trade and investment, FICCI has formed joint business councils with counterpart associations in countries throughout the world.

5.5 SUMMARY

In this unit you have learned about the factors to be considered before starting a new business, the definition and features of micro, small and medium enterprise with the various amendments done from time to time. The unit also discusses the role of support organizations like trade associations and chamber of commerce for the promotion of industry and commerce.

5.6 QUESTIONS AND EXERCISE

Q1) Highlight the factors to be considered for starting a new enterprise

Q2) Explain the characteristics and objectives of a small scale industry

Q3) Explain the role of trade association and chamber of commerce as support organizations

Q4) Elabrate on 'small scale industry is a vehicle for the economic growth of the country'

5.7 TASK

Visit the chamber of commerce in your city and collect information about the activities undertaken by it for the promotion of trade and industry in the region.

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UNIT - 6 ORGANIZATION OF TRADE

6.0 INTRODUCTION

In this unit the students will study trade and its organization; which will include the various channels of distribution along with their types and determinants for selecting a particular channel. The unit also focuses on internal and external trade and its types. It explains franchising, mergers and acquisition, business process outsourcing and the concept of multinational company.

6.1 UNIT OBJECTIVES

1) To understand the meaning of channel of distribution
2) To appreciate the importance of different channels of distribution
3) To differentiate between internal and external trade and their types
4) To understand the significance of various support services for business
5) To study franchising as a way of doing business
6) To understand the concept of mergers and acquisitions

6.2 CHANNELS OF DISTRIBUTION – MEANING, FUNCTIONS AND TYPES.

Introduction and Meaning

The goods are produced at one place but the customers are scattered over a wide geographical area, it is very difficult for a producer to distribute his products all over the country. Therefore, he takes the help of some intermediaries to distribute his goods. For example, Maruti cars are manufactured at Gurgaon but are available all over the country with the help of intermediaries. Channels of distribution bring economy of effort. They help to cover a vast geographical area and also bring efficiency in distribution including transportation and warehousing.

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Thus we can say that

- A distribution channel is the network of individuals and organizations involved in getting a product or service from the producer to the customer. Distribution channels are also known as marketing channels or marketing distribution channels.
- The path through which goods and services travel from the vendor to the consumer or payments for those products travel from the consumer to the vendor. A distribution channel can be as short as a direct transaction from the vendor to the consumer, or may include several interconnected intermediaries along the way such as wholesalers, distributors, agents and retailers
- Channel of distribution refers to those people, institutions or merchants who help in the distribution of goods and services.
- Philips Kotler defines channel of distribution as "a set of independent organizations involved in the process of making a product or service available for use or consumption".
- W.J. Stanton defines the channel of distribution as "the route taken by the title to the goods as they move from the producer to the ultimate consumer or industrial users."
- According to McCarthy- "Any sequence of institutions from the producer to the consumer including one or any number of middlemen is called the channel of distribution."

Functions of Distribution Channels

Following are the main functions performed by the distribution channels:

1. **Sorting**

   Middlemen obtain the supplies of goods from various suppliers and sort them out into similar groups on the basis of size, quality etc.

2. **Accumulation**

   In order to ensure a continuous supply of goods, middlemen maintain a large volume of stock.

3. **Allocation**

   It involves packing of the sorted goods into small marketable lots like 1Kg, 500 gms, 250 gms etc.

4. **Assorting**

   Middlemen obtain a variety of goods from different manufacturers and provide them to the customers in the combination desired by them. For example, rice from Dehradun & Punjab.

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5. **Product Promotion**

Sales promotional activities are mostly performed by the producer but sometimes middlemen also participate in these activities like special displays, discounts etc.

6. **Negotiation**

Middlemen negotiate the price, quality, guarantee and other related matters about a product with the producer as well as customer.

7. **Risk Taking**

Middlemen have to bear the risk of distribution like risk from damage or spoilage of goods etc. when the goods are transported from one place to another or when they are stored in the godowns.

Types of Distribution Channels

Broadly, Channels of distribution are of two types viz.

(1) Direct Channel

(2) Indirect Channel.

1. Direct Channel or Zero Level Channels

When the producer or the manufacturer directly sells the goods to the customers without involving any middlemen, it is known as direct channel or zero level channel. It is the simplest and the shortest mode of distribution. Selling through post, internet or door to door selling etc. are the examples of this channel. For example, Mc Donalds, Bata, Mail order etc.

Methods of Direct Channel are:

(a) Door to door selling

(b) Internet selling

(c) Mail order selling

(d) Company owned retail outlets

(e) Telemarketing

2. Indirect Channels

When a manufacturer or a producer employs one or more middlemen to distribute goods, it is known as indirect channel.

Following are the main forms of indirect channels:

(a) Manufacturer-Retailer-Consumer (One Level Channel):

This channel involves the use of one middleman i.e. retailer who in turn sells them to the ultimate customers. It is usually adopted for

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speciality goods. For example Tata sells its cars through company approved retailers.

Manufacturer→ Retailer→ Consumer

(b) Manufacturer-Wholesaler-Retailer-Customer (Two level channels)

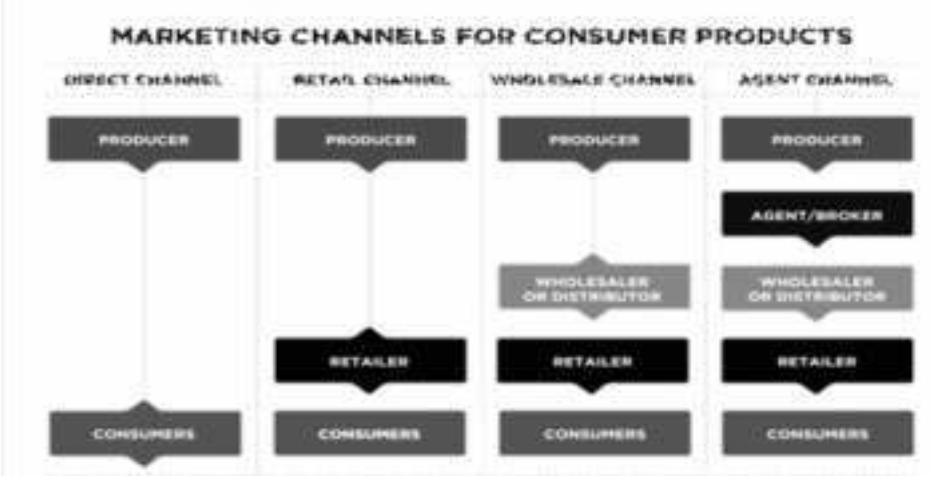
Under this channel, wholesaler and retailer act as a link between the manufacturer and the customer. This is the most commonly used channel for distributing goods like soap, rice, wheat, clothes etc.

Manufacturer→ Wholesaler→ Retailer→ Customer

(c) Manufacturer-Agent-Wholesaler-Retailer-Consumer (Three level channels)

This level comprises of three middlemen i.e. agent, wholesaler and the retailer. The manufacturers supply the goods to their agents who in turn supply them to wholesalers and retailers. This level is usually used when a manufacturer deal in limited products and yet wants to cover a wide market.

Manufacturer → Agent → Wholesaler → Retailer → Consumer



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Factors Determining Choice of Channels of Distribution

Following are the main factors which help in determining the channels of distribution:

1. Product Related Factors

(a) Nature of Product

In case of industrial goods like CT scan machine, short channels like zero level channel or first level channel should be preferred because they are usually technical, expensive, made to order and purchased by few buyers. Consumer goods Iike LCD, refrigerator can be distributed through long channels as they are less expensive, not technical and frequently purchased.

(b) Perishable and Non- Perishable Products

Perishable products like fruits or vegetables are distributed through short channels while non perishable products like soaps, oils, sugar, salt etc. require longer channels.

(c) Unit Value

In case of products having low unit value such as groceries, long channels are preferred while those with high unit value such as diamond jewellery short channels are used.

(d) Technical nature of Product

Short channels are preferred for technically complex goods like industrial or engineering products like machinery, generators like torches while non complex or simple ones can be distributed through long channels.

(e) After sale services

The product requiring after sale services must be sold by the producer directly or through authorized dealers.

2. Company Consideration

(a) Financial Strength

The companies having huge funds at their disposal go for direct distribution. Those without such funds go for indirect channels.

(b) Desire of Control

Short channels are used if management wants greater control on the channel members otherwise a company can go in for longer channels.

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(c) Custom of business

In some industry the channels of distribution depends upon the custom of business

3. Competitive Factors

Policies and channels selected by the competitors also affect the choice of channels. A company has to decide whether to adopt the same channel as that of its competitor or choose another one.

4. Market Factors

(a) Size of Market

If the number of customers is small like in case of industrial goods, short channels are preferred while if the number of customers is high as in case of convenience goods, long channels are used.

(b) Geographical Concentration

Generally, long channels are used if the consumers are widely spread while if they are concentrated in a small place, short channels can be used.

(c) Quantity Purchase

Long channels are used in case the size of order is small while in case of large orders, direct channel may be used.

(d) Customer's Habit

Customers habit must be considered in determining the channel of distribution. Therefore desire for credit and services must be given due consideration before determining channel of distribution.

5. Environmental Factor

Economic factors such as economic conditions and legal regulations also play a vital role in selecting channels of distribution. For example, in a depressed economy, generally shorter channels are selected for distribution.

6. Other consideration

a) Suitability

The channel which is more suitable and convenient is more preferred than other channels.

b) Flexibility

The channel which is more flexible is generally used.

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c) Efficiency

Efficiency of a channel of distribution is also an important factor. Therefore the channel which increases sales and decreases cost of sales is always preferred.

d) Society's attitude

The channel of distribution should be used after considering the attitude of the society. If the consumer wants to avoid the services of middlemen, the producer should prefer to sell directly to consumers

6.3 INTERNAL TRADE

Goods produced in a country may be sold within the country or outside the country. When buying and selling of goods and services takes place within the geographical boundaries of a country, it is referred to as internal trade. It may take place between buyers and sellers in the same locality, village, town or city; or may be in different states, but definitely within the same country.

Internal trade is also called domestic trade or home trade. In home trade, a single currency is used as means of exchange. The importance of domestic trade in a country is that it facilitates exchange of goods within the country. By allowing different types of goods and services to reach all parts of the country it helps improve the standard of living of the residents of the country as well as increases the employment rate of the country.

Features of Internal Trade

(a) The buying and selling of goods takes place within the boundaries of the same country.

(b) Payment for goods and services is made in the currency of the home country.

(c) It involves transactions between the producers, consumers and the middlemen.

(d) It consists of a distribution network of middlemen and agencies engaged in exchange of goods and services.

Types of Internal Trade

1. Retail trade
2. Wholesale trade

Generally we buy goods for our daily use from the local shopkeepers. These shopkeepers buy goods in bulk and sell them to us as per our requirement. They generally buy goods in large quantity either from the producers directly or from

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any other shops that sell goods in bulk. Thus, we find that some shopkeepers buy goods in bulk and sell to others in bulk while other buy in bulk and sell in small quantities as per the requirement of the customers. Thus, on the basis of volume of goods traded we can classify internal trade as:

1. Wholesale trade and
2. Retail trade.

6.3.1 Wholesale Trade

Wholesale trade refers to buying of goods in large quantity from producers or manufacturer for sale to other traders or buyers in small quantities. Those who are engaged in wholesale trade are called wholesalers. They act as a link between the manufacturers or producers and the small traders. Generally they specialize and deal in one or a few products.

Characteristics of wholesale trade

Following are the characteristics of wholesale trade:

(a) The wholesaler generally deals in one or few variety of items. He is a specialist trader in a particular line e.g., machinery, textiles, medicines etc.

(b) Wholesalers buy goods from the manufacturers and producers in bulk and sell them to the retailers and sometimes to consumers directly.

(c) Wholesale trade requires a large amount of capital to be invested. This is because purchases are made in bulk, advances are given to manufacturers and the goods are generally sold on credit. Besides it also requires large storage space.

(d) Generally people who engage in wholesale trading of similar goods have their business premises located in the same area for the convenience of the retailers. For example, wholesale grain market, wholesale paper market etc. These are wholesale markets dealing in one particular product.

(e) Besides selling, wholesale traders are also involved in some other activities like packaging, grading, advertising, market research etc.

6.3.2 Retail Trade

Retail trade refers to buying goods from the manufacturers or wholesalers and selling the same to the ultimate consumers. The retail trader generally deals in a variety of goods. Those who are engaged in retail trade are called retailers. Retail trade is the re-sale (sale without transformation) of new and used goods to the general public, for personal or household consumption or utilization. Retailing is the last link in the chain of distribution of goods and services.

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Characteristics of Retail Trade

Following are the characteristics of retail trade

(a) Retail trade generally involves dealing in a variety of items.

(b) A retailer makes purchases from producers or wholesalers in bulk and sells to the consumers in small quantity.

(c) Generally retail trade involves buying on credit from wholesalers and selling for cash to consumers.

(d) A retailer has indirect relation with the manufacturer (through wholesalers) but a direct link with the consumers.

Functions of the Retailer

1. The retailer sells in small quantities to the consumers; he buys from the wholesalers and breaks the goods into unit to sell to the consumer.
2. The retailer sells at convenient locations and hours.
3. Retailers' stock varieties of goods, they sell all kinds of items at the same time, thereby providing consumers an opportunity to get whatever s/he needs.
4. Retailers render door to door services
5. They can also sell on credits to the consumer due to the personal business relationship that exist between them
6. They give advice to the consumers in making choices
7. They deliver goods to customers on request
8. Retailers give feedback to the wholesalers and producers
9. They provide after sales service to consumer
10. They maintain close relationship with consumer.

6.4 EXTERNAL TRADE

External trade or international trade is a business activity where goods are exchanged between the citizen of two or more countries irrespective of source of production, capital, technology and location of final users. Generally international business is carried out in the form of import and exports. The national objective of every country in the world is to increase the export of surplus manufactured goods or surplus natural resources and import those which are not manufactured by it. Export promotion helps the country to boost her exports and solve the problem of balance of payment.

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Types of External Trade

1. Import
2. Export.
3. Entreport

6.4.1 Import

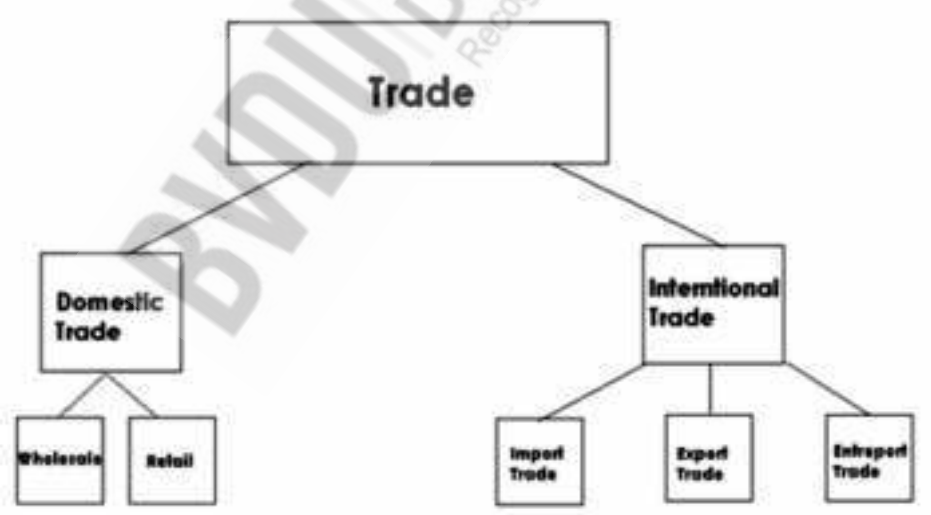
It is a type of trading where the goods having deficiency to fulfill existing demand are imported or bought from other countries. Government helps the businessman by various schemes to produce goods which have to be imported so that the country can achieve self-sufficiency and have lesser pressure on balance of payment in the world trade

6.4.2 Export

It is a business transaction where goods are sold to foreign consumers. The exchanges of goods or services take place along the international borders. This type of trade allows for a greater competition and more competitive pricing in the market. Government promotes the traders to export more, as export activity helps the country to earn foreign currency.

6.4.3 Entreport

it is also known as re-export trade. It refers to purchase of goods from one country and selling them to another country.



6.5 ROLE AND IMPORTANCE OF SUPPORT SERVICES TO BUSINESS

Trade or exchange of goods involves several difficulties, which are removed by auxiliaries known as aids to trade. It refers to all those support services, which directly or indirectly facilitates smooth exchange of goods and services. Support

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services include Transport, Insurance, Warehousing, Banking, Advertising, Salesmanship, Trade promotion organizations in a country and Global organizations for international trade. We will study a few of them here.

6.5.1 Transport

Transportation is among the most important economic activities for a business. By moving goods from locations where they are produced to locations where they are demanded, transportation provides the essential service of linking a company to its suppliers and customers. It is an essential activity supporting the economic utilities of place and time. Place utility infers that customers have product available where they demand it. Time utility suggests that customers have access to product when they demand it. Transportation is known to be the movement of people, goods and animals from one place to another. Modes of transport include air, rail, road, water, cable, pipeline and space. If the development of transportation was not made, market would be limited to local areas and production would be limited to meet local needs only.

The benefits of transport can be studied under the following categories.

A. Economic Benefits/Functions:

1. Extensive Market

Transport helps in the assembly of raw materials and distribution of finished goods. It makes it possible to move goods from the place of production to the place where they are to be consumed. Development of the efficient means of transport has brought together the whole world into the one big market.

2. Mobility of Labor and Capital

An efficient network of transport services encourages the movement of people from one place to another. Mobility of labor and capital increases with the development of transport.

3. Specialization and Division of Labor

Movement of goods and people from one place to another leads to specialization and division of labor which results in minimum wastage of resources and reduction in the cost of production. Thus Transport helps each region and country to make optimum and efficient use of its national resources.

4. Economies of Large Scale Production

Transport has helped the development of large scale industries. Transport has made possible the various economies of large scale production which tend to reduce unit cost of production and help the economy.

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5. **Stability in Prices**

Goods can be transported to places where there is scarcity and the prices high from places where there is surplus and prices low. Such movement of goods helps in maintaining uniform prices throughout the country.

6. **Benefits to Consumers**

The consumers can enjoy the goods, which cannot be produced at their place, by transporting such goods from other distant places.

7. **Employment Opportunities and Increase in the National Income**

The various means of transport provide employment to millions of people throughout the world. Thus, transport contributes substantially to the national income of the nations.

8. **Discouragement to Monopoly**

The commodities can be quickly transported from one place to another; local producers cannot charge prices at their own will. This discourages monopoly and encourages competition.

9. **Industrial Development**

Transport facilitates helps the growth of industries by making available various factors of production. It would not have been possible to make such rapid industrial development without efficient means of transport.

10. **Increase in National Wealth**

Transport helps in increasing the national wealth of a country by facilitating agriculture, industry, trade and commerce.

B. Social Benefits/Functions

Transport has substantially influenced the life of the people.

1. **Discovery of New Lands**

Transport has helped the discovery of new lands and the growth of cities and urban areas.

2. **Diffusion of population**

It reduces the concentration of population in the area of production. People can reach from distant places if there is an adequate and efficient system of transport.

3. **High Standard of Living**

Transport helps in the increase of production thereby raising the standard of living of the people.

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4. Mutual Understanding

Transportation helps the people of different regions to come in contact with each other which encourages exchange of ideas and culture and promotes co-operation, understanding the cordial relations, amongst the people of the world.

5. Ability to Face Natural Calamities

Transport enables the society to face natural calamities such as famine, earthquake, drought, floods, etc. In such emergencies, commodities can quickly be transported to the places of mishap.

C. Political Benefits/Functions

1. National Unity, Integration and Peace

A vast country like India cannot be held together without efficient means of transport. Transport helps in maintaining internal peace and national unity of a country. It brings about national integration.

2. National Defence

Transport is essential for strengthening the national defence of a country. Through improved means of transport, the defence personnel, material and equipment can be moved rapidly to the border areas.

3. Source of Revenue

Transport helps in increasing the national wealth and income of a country. It is also a source of revenue to the Government.

4. Modes of transport

A mode of transport is referred to a combination of networks, infrastructures, vehicles and operations. These include walking, road transport system, rail, ship transport and modern aviation. Different modes of transportation have emerged over time.

Important modes of transportation are listed below.

1. Land Transport
   a) Road transport
   b) Railway transport
2. Water transport
3. Air transport
4. Pipeline transport

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1. **Land Transport**

   a) Road transport: road transport exist in all parts of the world, this involves the use of motor vehicles (cars, lorries, buses, bicycles, and trucks). Road transport when compared with other modes of transportation is more flexible. It is relatively cheaper and faster. Road transport has a high capacity of carrying goods over short distances. Maintenance is one of the major disadvantages of this mode of transport.

Other modes of road transportation include

- **Animal-powered transport**

  Which is mostly referred to as beast of burden. It is the oldest means of transportation; this usually involves the use of animals for the transportation of people and goods. Example of such animals used for transporting humans and goods include camel, horse, donkey, elephant etc.

- **Human powered transport**

  This is another form of transport, where people, goods or both are transported from one place to another using human muscle-power, in the form of walking, running and swimming. Human-powered transport remains popular for reasons of cost-saving, physical exercise, leisure and environment. It is sometimes the only type available, especially in underdeveloped or inaccessible regions.

b) **Railway transport**

Railways were developed during the period of industrial revolution in the 19th century, these were partly for political reasons and partly for economic reasons. The major advantage of railway transport includes provision of reliable services. It has ability of conveying heavy and bulky goods; it is also very cheap, safe and comfortable for passengers over a long distance.

2. **Water transport**

Water transport is very important because it is the cheapest way of transporting bulky goods over a long distance. In the world, there are two major types of water transport namely: Inland water transport and ocean water transport.

Inland water transport is the system of transport through all navigable rivers, lakes and manmade canals. Many large rivers in different parts of the world are used by ships and barges for transportation; the main rivers where inland water transport are important are the Rhine and Dambe in Europe, the Zaire in Africa, the Nile in Africa, the Mississippi in USA etc. Whereas ocean waterways carry a lot of the

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world's trade, majority of the bulky goods, materials and passengers pass through ocean waterways from one country to another at the cheapest cost.

3. **Air transport**

Air transport is the fastest means of transport; it was introduced in 1903 but developed into full means of transporting people and goods in 1930s. This mode of transportation can be used for both domestic and international flights. It is the costliest mean of transport.

a. Spaceflight is a means of transport that moves out of Earth's atmosphere into outer space by means of a spacecraft. While large amounts of research have gone into technology, it is not commonly used except to put satellites into orbit, and conduct scientific experiments.

4. **Pipeline transport**

This system of transportation involves the use of hollow pipes in the transportation of water, crude oil, (petroleum) and gas. This mode of transportation is safer than using tankers or trailers in the transportation of these liquids.

6.5.2 Insurance

Life is full uncertainties. One does not knows what is going to happen in the next moment. This element of unknown situation always hounds around the mind of a person and keeps him worried to think as to what will happen in future in case of any mis happening. Among a number of worries the main and very important is economic uncertainty of himself or his family. Insurance help the person to transfer this loss due to uncertainty to an insurance company in return for a small consideration, known as a premium. Insurance helps people have peace of mind when life's unexpected events happen. Function of insurance is to spread the loss caused by a particular risk over a number of persons, who are exposed to it and who agree to insure themselves against the risk.

The functions of insurance can be studied into two parts;

1. Primary Functions, and,
2. Secondary Functions.

Primary Functions of Insurance

1. **Insurance provides certainty**

Insurance provides certainty of payment at the uncertainty of loss. Insurance removes all uncertainties and the assured is given certainty of payment of loss. The insurer charges the premium for providing the said certainty.

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2. **Insurance provides protection**

The main function of the insurance is to provide protection against the probable chances of loss. The insurance guarantees the payment of loss and thus protects the assured from sufferings.

3. **Risk-Sharing**

The risk is uncertain, and therefore, the loss arising from the risk is also uncertain. When risk takes place, the loss is shared by all the persons who are exposed to the risk.

Secondary Functions of Insurance

Besides the above primary functions, the insurance works for the following functions:

1. **Prevention of loss**

The insurance joins hands with those institutions which are engaged in preventing the losses of the society. The insurance assists financially to the health organization, fire brigade, educational institutions and other organizations which are engaged in preventing the losses of the masses from death or damage.

2. **It Provides Capital**

The insurance provides capital to the society. The accumulated funds are invested in the productive channel.

3. **It Improves Efficiency**

The insurance eliminates worries and miseries of losses due to death and destruction of property. It frees the person's mind from worries of losses. Thus a person can concentrate on productive and better achievement,

4. **It helps in Economic Progress**

The insurance by protecting the society from huge losses of damage, destruction and death, provides an initiative to work hard for the betterment of the masses. The property, the valuable assets, the man, the machine and the society cannot lose much at a disaster due to the insurance cover.

3) Other Functions

(i) Insurance is a tool used for saving and investments

By purchasing any Insurance Policy it becomes compulsion by the purchaser to make payment of the insurance policy. It assumes a compulsory way of savings; it also provides opportunity to avail Income tax exemption for the amount paid as insurance premium.

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Some prudent people take up insurance as good investment option also. Such savings help growth in national economy.

(ii) It is one of the source to earn Foreign Exchange

The business of insurance has crossed the national borders. While traveling by Air one needs aviation insurance. While on board at sea whether humans or cargo it needs marine insurance. In simple words insurance has become an international business and is necessary also. It is a good source of earning foreign exchange for any country.

(iii) Risk Free Trade

Insurance promotes export insurance, which makes the foreign trade risk free with the help of different types of polices under marine insurance cover.

6.5.3 Warehousing

There is a time gap between production and consumption. In other words, goods, which are produced at one time, are not consumed at the same time. Hence, it becomes necessary to make arrangements for storage or warehousing. Agricultural commodities like wheat and rice are seasonal in nature, but are consumed throughout the year; on the other hand, goods such as umbrellas and woolen clothes are produced throughout the year but are demanded only during particular seasons. Therefore, goods need to be stored in warehouses till they are demanded. Warehouse creates time utility by supplying the goods at the right time to the consumer.

6.5.4 Banking and finance

There is usually a time gap between production or purchase and sale of goods. It takes time to collect money after sale of goods on credit. During this period, businessmen need finance to carry on their business activities.

Banks and other financial institutions provide funds and credit to businessmen. Production and distri¬bution of goods and services on a large scale requires a huge amount of money at low rates of interest. Banks facilitate large scale and efficient business operations by pro¬viding cash and security. Banks also provide safe, quick and economical means for remittance of money from one place to another. Banks provide funds in various forms e.g. loan, overdraft, cash credit, discounting of bills, etc.

6.5.5 Advertising

Advertising brings goods and services to the knowledge of prospective buyers. It helps to highlight the distinctive features and utility of different products. With the help of such knowledge, consumers can obtain better value for their money. Marketing research helps to know and understand the

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requirements of consumers. The media used to advertise products are Radio, Newspapers, Magazines, TV, Internet, etc.

6.5.6 Trade Promotion Organizations in a Country

They attend to difficulties of promotion and development of trade at the national level. These are the organizations established by the business community to protect and promote their interest. They play promotional and developmental role for members. They do market research work, act as a clearing house of information, put their grievances before the government, make representations and help the business community in many ways. The examples include Chambers of Commerce, Export Promotion Councils, Indian Institute of Packaging etc.

6.6 BUSINESS COMBINATIONS – MERGERS AND ACQUISITIONS

In 21st century businesses are the game of growth. Every business want the optimum market share (growth) over their competitors, so companies are trying to get optimum growth by using the most common shortcut i.e. Merger and Acquisition (M&A). Mergers and acquisitions (M&A) are defined as consolidation of companies. Differentiating the two terms, Mergers is the combination of two companies to form one, while Acquisitions is one company taken over by the other. M&A is one of the major aspects of corporate finance world. The reasoning behind M&A generally given is that two separate companies together create more value compared to being on an individual stand. With the objective of wealth maximization, companies keep evaluating different opportunities through the route of merger or acquisition. There is always synergy value created by the joining or merger of two companies.

Mergers and Acquisitions are often uttered in the same breath and used as though they were synonymous, the terms merger and acquisition mean slightly different things.

A merger occurs when two separate entities (usually of comparable size) combine forces to create a new, joint organization in which theoretically, both are equal partners. For example, both Daimler-Benz and Chrysler ceased to exist when the two firms merged, and a new company, DaimlerChrysler, was created.

An acquisition refers to the purchase of one entity by another (usually, a smaller firm by a larger one). In a simple acquisition, the acquiring company obtains the majority stake in the acquired firm, which does not change its name or legal structure. Acquisitions, sometimes called takeovers generally carry a more negative connotation than mergers, especially if the target firm shows resistance to being bought. For this reason, many acquiring companies refer to an acquisition as a merger even when technically it is not.

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Legally speaking, a merger requires two companies to consolidate into a new entity with a new ownership and management structure. An acquisition takes place when one company takes over all of the operational management decisions of another.

Reasons for Mergers and Acquisitions

- Financial synergy for lower cost of capital
- Improving company's performance and accelerate growth
- Economies of scale
- Diversification for higher growth products or markets
- To increase market share and positioning giving broader market access
- Strategic realignment and technological change
- Tax considerations
- Diversification of risk

Stages involved in any M&A

Phase 1 Pre-acquisition review

This includes self assessment of the acquiring company with regards to the need for M&A, ascertain the valuation (undervalued is the key) and chalk out the growth plan through the target.

Phase 2 Search and screen targets

This would include searching for the possible apt takeover candidates. This process is mainly to scan for a good strategic fit for the acquiring company.

Phase 3:Investigate and valuation of the target

Once the appropriate company is shortlisted through primary screening, detailed analysis of the target company has to be done. This is also referred to as due diligence.

Phase 4: Acquire the target through negotiations

Once the target company is selected, the next step is to start negotiations to come to consensus for a negotiated merger or a bear hug. This brings both the companies to agree mutually to the deal for the long term working of the M&A.

Phase 5: Post merger integration

If all the above steps fall in place, there is a formal announcement of the agreement of merger by both the participating companies.

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Types of mergers

The following are the types of mergers

1. **Horizontal mergers**

   It refers to two firms operating in same industry or producing ideal products combining together. For e.g., in the banking industry in India, acquisition of Times Bank by HDFC Bank, Bank of Madura by ICICI Bank, Nedungadi Bank by Punjab National Bank etc. In consumer electronics, acquisition of Electrolux's Indian operations by Videocon International Ltd., in BPO sector, acquisition of Daksh by IBM, Spectramind by Wipro etc. The main objectives of horizontal mergers are to benefit from economies of scale, reduce competition, achieve monopoly status and control the market.

2. **Vertical merger**

   A vertical merger can happen in two ways. One is when a firm acquires another firm which produces raw materials used by it. For e.g., a tyre manufacturer acquires a rubber manufacturer, a car manufacturer acquires a steel company; a textile company acquires a cotton yarn manufacturer etc.

   Another form of vertical merger happens when a firm acquires another firm which would help it get closer to the customer. For e.g., a consumer durable manufacturer acquiring a consumer durable dealer, an FMCG company acquiring an advertising company or a retailing outlet etc.

3. **Conglomerate merger**

   It refers to the combination of two firms operating in industries unrelated to each other. In this case, the business of the target company is entirely different from those of the acquiring company. For e.g., a watch manufacturer acquiring a cement manufacturer, a steel manufacturer acquiring a software company etc. These kinds of mergers offer opportunities for businesses to venture into other areas of the industry, reduce risk and provide access to resources and markets unavailable previously

4. **Concentric merger**

   It refers to combination of two or more firms which are related to each other in terms of customer groups, functions or technology. For eg., combination of a computer system manufacturer with a UPS manufacturer.

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Advantages and disadvantages of Mergers and Acquisition (M&A)

The advantage and disadvantages of merger and acquisition depends upon the new companies short term and long term strategies and efforts.

Advantages: Following are the some advantages

- The most common reason for firms to enter into merger and acquisition is to merge their powers and control over the markets.
- Another advantage is Synergy that is the magic power that allows for increased value efficiencies of the new entity and it takes the shape of returns enrichment and cost savings.
- Economies of scale are formed by sharing the resources and services. Union of two firm's leads in overall cost reduction giving a competitive advantage.
- Decrease of risk using innovative techniques of managing financial risk.
- To become competitive, firms have to be at the peak of technological developments and their dealing applications. By M&A of a small business with unique technologies, a large company will retain or grow a competitive edge.
- The biggest advantage is tax benefits. Financial advantages might instigate mergers and corporations can make use of the tax shields, increase monetary leverage and utilize alternative tax benefits.

Disadvantages: Following are the some difficulties encountered with a merger-

- Loss of experienced workers apart from workers in leadership positions.
- As a result of M&A, employees of the small merging firm may require exhaustive re-skilling.
- Company may face major difficulties due to internal competition that may occur among the staff of the united companies. There can be a risk of getting surplus employees in some departments.
- Merging two firms that are doing similar activities may mean duplication and over capability within the company that may need retrenchments.
- There is a risk of uncertainty with respect to the approval of the merger by proper assurances.

Mergers and Acquisitions Case Study

Case Study 1

Sun Pharmaceuticals acquires Ranbaxy

This is a classic example of a share swap deal. As per the deal, Ranbaxy shareholders will get four shares of Sun Pharma for every five shares held by them, leading to 16.4% dilution in the equity capital of Sun Pharma (total equity value is USD3.2bn and the deal size is USD4bn (valuing Ranbaxy at 2.2 times last 12 months sales).

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Reason for the acquisition

This is a good acquisition for Sun Pharma as it will help the company to fill in its therapeutic gaps in the US, get better access to emerging markets and also strengthen its presence in the domestic market. Sun Pharma will also become the number one generic company in the dermatology space. (Currently in the third position in US) through this merger.

Objectives of the M&A

- Sun Pharma enters into newer markets by filling in the gaps in the offerings of the company, through the acquired company
- Boosting of products offering of Sun Pharma creating more visibility and market share in the industry
- Turnaround of a distressed business from the perspective of Ranbaxy

This acquisition although will take time to consolidate, it should in due course start showing results through overall growth depicted in Sun Pharma's top-line and bottom-line reporting.

Case Study 2

CMC merges with TCS

This is an example where there is a merger in the same industry (horizontal). It was done to consolidate the IT businesses. The objective of this merger, as indicated by the management of CMC, (Computer Maintenance Corporation) was that the amalgamation will enable TCS to consolidate CMC's operations into a single company with rationalized structure, enhanced reach, greater financial strength and flexibility. Further it also indicated that, it will aid in achieving economies of scale, more focused operational efforts, standardization and simplification of business processes and productivity improvements.

Conclusion

M&A's are considered as important change agents and are a critical component of any business strategy. The known fact is that with businesses evolving; only the most innovative and nimble can survive. That is why; it is an important strategic call for a business to opt for any arrangements of M&A. Once through the process, on a lighter note M&A is like an arranged marriage, partners will take time to understand, mingle, but will end up giving positive results most of the times.

Examples of Mergers and Acquisitions in India

- Acquisition of Corus Group by Tata Steel in the year 2006.
- Acquisition of Myntra by Flipkart in the year 2014.
- The merger of Fortis Healthcare India and Fortis Healthcare International.
- Acquisition of Ranbaxy Laboratories by Sun Pharmaceuticals.
- Acquisition of Negma Laboratories by Wockhardt

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6.7 FRANCHISE

You might have seen some restaurants, card and gift shops, readymade garments shops that carry the same brand name/trademark and have almost the same decoration. They sell the same products, yet they are not chain stores/multiple shops. This is because they are not controlled and managed by a single owner. You may be wondering how these different shops are able to use the same brand name, sell the same product etc. even though they are not under the same management. Moreover, these shops are run independently by different people in different localities. This is made possible through a retail arrangement called 'Franchise'.

Franchise is a form of retailing wherein two parties enter into an agreement in which one party authorizes the other to sell or produce and sell specified goods and services. The party that develops a product/service or is the owner of an expertise is called the 'Franchiser'. The other party, is called the 'Franchisee'.

The franchisee is an independent business unit that buys the right to sell the product/service of the franchiser in exchange of the specified amount of money. The franchisee functions as a retailer. Franchising has gained popularity in our country, especially in the past decade. There are many businesses like fast-food joints and restaurants (e.g., McDonalds), gifts and greeting cards shops (Hallmark, Archies), readymade garments (Benetton, Petals), computer education (NIIT, Aptech) that have grown nation-wide and are flourishing with the help of franchise arrangements.

Features of Franchise

(a) It is based on an agreement between the franchiser and the franchisee, wherein they enter into a commercial relationship, generally for a specific period of time.

(b) Under this agreement, the franchisee gets the right to use a particular brand name, process or product owned by the franchiser, for the purpose of retailing, in return of a fee.

(c) The fee is generally paid partly as an initial payment at the time of entering into the contract and partly on regular payments monthly, quarterly or annually. This regular payment may be paid by the franchisee as a percentage of his sales volume or profit or a fixed amount agreed upon in the contract.

(d) The franchisee may also be required to invest money in arranging a large space in prime locations, in furnishing it and in procuring stock for the outlet. In most cases all franchise outlets are required to maintain uniform pre-determined decoration, method of serving customers, type of products etc.

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(e) Franchise as a system of retailing is suitable for brands that have earned a name for themselves in the market. Only then can a franchisee benefit from using that name over a new brand.

(f) The franchiser is very cautious while choosing franchisees for his goods or services. Only competent persons with requisite entrepreneurial skills and commitment to quality/customer-satisfaction, in addition to a sound financial position will be able to run this business successfully. A franchisee who fails may bring disrepute to the brand and also hamper the franchiser's future business prospects.

Merits of Franchise

(a) The Franchiser can expand his business without investing additional capital. The franchisee invests this money and also pays fee to franchiser in return of the right to use the brand name, products etc. which is called as royalty.

(b) The Franchisee can capitalize on the goodwill of the existing brand of the franchiser.

(c) The customer gets assurance of standardized goods and services both in terms of quality and price. With the network of franchisees, the product and service becomes widely available to consumers.

Limitations of Franchise

(a) The Franchiser does not have close control over the activities of the franchisee. The franchisee's poor performance in dealing with customers may bring a bad name to the brand due to which the franchiser's business may be adversely affected.

(b) If the franchisee is not able to make adequate profit out of the franchise business, the franchise fee may become a burden for him.

(c) If consumers have complaints regarding the product/service, he may face a problem about whom to go to, the franchiser or the franchisee. Each may blame the other for the problem and not take on the responsibility of redressal of the grievance.

6.8 BUSINESS PROCESS OUTSOURCING.

The world is changing. Although the Internet is making it a smaller, more well-connected place, there are still many forces that can shape the success of your business. Coming up with novel, innovative process management techniques can take your business from good to great. One service, business process outsourcing (BPO) can enable just such a change if enacted in a careful,

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contentious way and with a quality vendor. Business process outsourcing (BPO) is the contracting of a specific business task, such as payroll, human resources (HR) or accounting, to a third-party service provider. Usually, BPO is implemented as a cost-saving measure for tasks that a company requires but does not depend upon to maintain their position in the marketplace. Business process outsourcing (BPO) is the contracting of non-primary business activities and functions to a third-party provider. BPO services include payroll, human resources (HR), accounting and customer/call center relations.

BPO is also known as Information Technology Enabled Services (ITES). Often the business processes are information technology-based, and are referred to as ITES-BPO, where ITES stands for Information Technology Enabled Service.

Knowledge process outsourcing (KPO) and legal process outsourcing (LPO) are some of the sub-segments of business process outsourcing industry.

Pros and cons of BPO

The major advantage of a BPO is money saved and more time to focus on the core business.

Other benefits includ

- Speed and efficiencies of outsourced business processes are enhanced
- Organizations using BPO get access to the latest technology
- Freedom and flexibility to choose the most relevant services for the company's operations
- Quick and accurate reporting
- Save on resources related to staffing and training

Disadvantages of business processes outsourcing include

- Data privacy breaches
- Underestimating running costs of services
- Overdependence on service providers
- Communication issues that delay project completion

Conclusion

There are both pros and cons to creating an outsourcing process for your business. The obvious pros are that it saves your time and effort, which saves your money. By outsourcing work, it allows you to concentrate on important business aspects and be more productive and grow your business faster. One of the biggest cons is that you leave yourself exposed if you don't do the work yourself. There are chances that the person you're outsourcing to decides to move away, or take your ideas and give them to other businesses you're competing against.

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There are a lot of benefits to business process outsourcing, just make sure you keep an eye on how it does not come back to hurt you.

6.9 MULTINATIONALS – CONCEPT AND ROLE OF MNC's

A multinational company is one which is incorporated in one country (called the home country); but whose operations extend beyond the home country and which carries on business in other countries (called the host countries) in addition to the home country. A multinational corporation can also be referred to as a multinational enterprise (MNE), a transnational enterprise (TNE), a transnational corporation (TNC). The headquarters of a multinational company are located in the home country.

Neil H. Jacoby defines a multinational company as follows

"A multinational corporation owns and manages business in two or more countries."

Some popular examples of multinationals are given below

Foreign Multinational	Indian Affiliate/Subsidiary
Bata Corporation	Bata India
Cadbury	Cadbury India
Coca-Cola Corporation	Coca Cola India
Unilever	Hindustan Lever
Timex	Timex Watches
Colgate Palmolive	Colgate India
Pepsi Corporation	Pepsi India
Philips	Philips India
Sony Corporation	Sony India
Suzuki	Maruti Suzuki
GEC	GEC Alsthom
ABB	ABB India

Features of Multinational Corporations (MNCs)

(i) Huge Assets and Turnover

The operations of MNC are on a global basis, MNCs have huge physical and financial assets. This results in huge turnover (sales) of MNCs.

(ii) International Operations through a Network of Branches

MNCs have production and marketing operations in several countries, they operate through a network of branches, subsidiaries and affiliates in host countries.

(iii) Unity of Control

MNCs control business activities of their branches in foreign countries through head office located in the home country. Managements of

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branches operate within the policy framework of the parent corporation.

(iv) Mighty Economic Power

MNCs are powerful economic entities. They keep on adding to their economic power through constant mergers and acquisitions of companies.

(v) Advanced and Sophisticated Technology

A MNC generally, employs advanced and sophisticated technology. It employs capital intensive technology in manufacturing and marketing.

(vi) Professional Management

A MNC employs professionally trained managers to handle huge funds, advanced technology and international business operations.

(vii) Aggressive Advertising and Marketing

MNCs spend huge sums of money on advertising and marketing to secure international business. Because of this strategy, they are able to sell whatever products/services, they produce/generate.

(viii) Better Quality of Products

A MNC competes on international level. Thus special attention to the quality of its products is given

Advantages of MNCs from the Viewpoint of Host Country

(i) Employment Generation

MNCs create large scale employment in the host countries.

(ii) Automatic Inflow of Foreign Capital

The entry of MNCs automatically generates the inflow of foreign capital. Thus MNCs bring in much needed capital for the rapid development of developing countries.

(iii) Proper Use of Idle Resources

MNCs properly utilize idle physical and human resources of the host country, by using their advanced technical knowledge. This results in an increase in the National Income of the host country.

(iv) Improvement in Balance of Payment

MNCs help the host countries to increase their exports, thereby improving upon its Balance of Payment position.

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(vi) Technical Development

MNCs are a vehicle for transference of technical development from one country to another.

(vii) Managerial Development

MNCs professionalize management along latest lines of management theory and practice. This leads to managerial development in host countries.

(viii) End of Local Monopolies

The entry of MNCs lead to competition in the host countries, this compels domestic companies to improve their efficiency and quality. In India, many Indian companies acquired ISO-9000 quality certificates, due to fear of competition posed by MNCs.

(ix) Improvement in Standard of Living

MNCs help to improve the standard of living of people of host countries, by providing good quality products and services.

(x) Promotion of international brotherhood and culture

Through their international dealings, MNCs promote international brotherhood and culture. This paves way for world peace and prosperity.

Limitations of MNCs from the Viewpoint of Host Country

(i) Danger for Domestic Industries

Domestic industries which are still in the process of development cannot face challenges posed by MNCs, which results in their winding up. Thus MNCs give a setback to the economic growth of host countries.

(ii) Repatriation of Profits: (sending profits to their country)

Repatriation of profits by MNCs adversely affects the foreign exchange reserves of the host country. A large amount of foreign exchange goes out of the host country.

(iii) No Benefit to Poor People

MNCs generally produce luxury products and not essential items .Therefore; poor people of host countries do not get any benefit, out of MNCs.

(iv) Danger to Independence

Initially MNCs help the Government of the host country, in a number

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of ways and later it starts interfering in the political affairs of that country. Thus the independence of the host country is threatened in the long-run.

(v) Disregard of the National Interests of the Host Country

MNCs invest in profitable sectors; and are not bothered about the national goals and priorities of the host country. They never care to solve chronic problems of the host country like unemployment and poverty.

(vi) Misuse of Mighty Status

MNCs are powerful economic entities. They can afford to bear current losses, in the hope of earning huge profits in future. Thus they try to wipe off local competitors from the host country.

(vii) Careless Exploitation of Natural Resources

MNCs cause rapid depletion of some of the non-renewable natural resources, as they tend to use the natural resources of the host country carelessly. Thereby, causing a permanent damage to the economic development of the host country.

(viii) Selfish Promotion of Alien Culture

MNCs tend to promote alien culture in host country to sell their products. They make people forget about their own cultural heritage. This promotion of foreign culture by MNCs is injurious to the health of local people.

(ix) Exploitation of People, in a Systematic Manner

MNCs join hands with big business houses of host country and emerge as powerful monopolies. This leads to concentration of economic power only in a few hands.

Advantages from the Viewpoint of the Home Country

(i) MNCs usually get raw-materials and labor supplies from host countries at lower prices; specially when host countries are backward or developing economies.

(ii) MNCs can widen their market for goods by selling in host countries and increase their profits. They usually have good earnings by way of dividends earned from operations in host countries.

(iii) Through operating in many countries and providing quality services, MNCs add to their international goodwill on which they can capitalize, in the long-run.

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Limitations from the Viewpoint of the Home Country

(i) There may be loss of employment in the home country, due to spreading manufacturing and marketing operations in other countries.

(ii) MNCs face severe problems of managing cultural diversity. This might distract managements' attention from main business issues, causing loss to the home country.

(iii) MNCs may face severe competition from bigger MNCs in international markets. Their attention and finances might be more devoted to wasteful counter and competitive advertising; resulting in higher marketing costs and lesser profits for the home country

6.10 SUMMARY

In this unit, the students have learned about the importance and type of channels that a business can employ for distribution of its product and services. Internal and external trade along with various services which help in promotion of businesses. Students have also gained understanding about franchising as a form of business organization, importance of mergers and acquisitions, MNCs and concept of a BPO.

6.11 QUESTIONS AND EXERCISE

Q1) Explain the importance of channels of distribution

Q2) What do you mean by external trade? Explain types of external trade.

Q3) Elaborate on 'importance of mergers and acquisitions' with reference to its advantages.

Q4) Explain 'franchising' as a form of business organization

Q5) Discuss the advantages and disadvantages of an MNC.

6.12 TASK

Visit a franchise of any reputed brand/ product and study its operation and term and condition of the franchise form of business.

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OPERATING SYSTEMS

SELF LEARNING MATERIAL
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BCA SEM III (301)

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UNIT - I
INTRODUCTION TO OPERATING SYSTEM

CHAPTER OBJECTIVES

After going through this unit, you should be able:

1. To understand the fundamental concepts of operating system.
2. To familiarize the with types of operating system.
3. To understand various structures of operating system.

CONTENTS

1.1 INTRODUCTION.

1.2 FUNCTIONS OF OPERATING SYSTEMS.

1.3 TYPES OF PROGRAMS.

1.4 TYPES OF OPERATING SYSTEMS.

1.5 DIFFERENT VIEWS OF OPERATING SYSTEMS.

1.6 STRUCTURES OF OPERATING SYSTEM

1.7 USER OPERATING SYSTEM INTERFACE

1.8 UNIX HISTORY

1.9 UNIX OPERATING SYSTEM STRUCTURE

OVERVIEW OF THE CHAPTER

This chapter focuses on the fundamental of operating systems. It includes the types of operating system, operating system structures, operating system concept etc.

KEYWORDS

Online operating systems, Real-time operating systems, Client server architecture, Virtual machine, Monolithic system, Distributed systems, Multitasking, Multiprogramming, Multiprocessing, Round Robin, Network systems

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1.1 INTRODUCTION

An operating system is a software program that enables the computer hardware to communicate and operate with the computer software. Without operating system, a computer and application software would be useless. Main objective behind the development of operating system to increase the productivity of end user by managing system resources like memory, CPU, file management, I/O devices etc. The examples are Microsoft Windows XP, Linux, UNIX operating systems.

When computers were first introduced, the user interacted with them using a command line interface, which required commands. Now days, almost every computer is using a Graphical User Interface (GUI) operating system which is user friendly.

An operating system acts as an interface between the user of a computer and outside environment. Operating system provides an environment in which a user can develop and execute application programs in a convenient and efficient manner.

Definition: "Operating system set of system programs which provides interface between user and outside environment as well as acts as a resource manager to increase the productivity of end user."

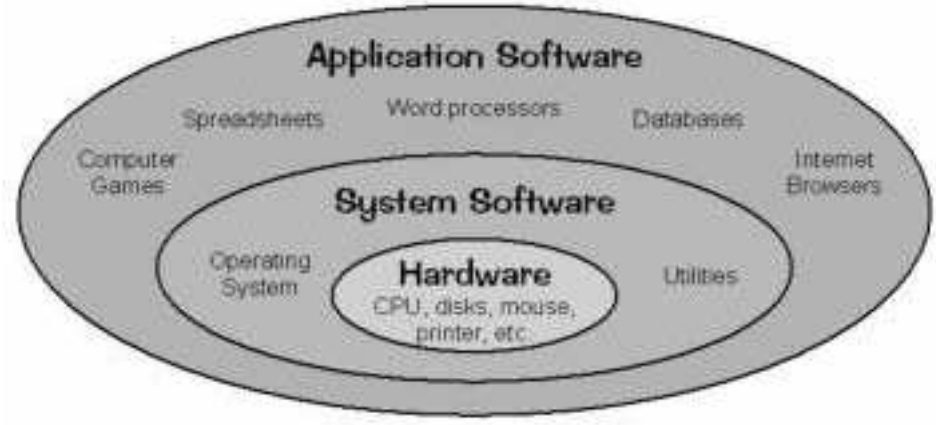

Fig 1.1: Operating system

1.2 FUNCTIONS OF OPERATING SYSTEMS

- Operating system acts as Resource manager.
- Process management
- CPU management

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- Memory management
- File management
- An operating system provides the environment for execution of application programs.
- An operating system provides the environment for development of application programs.
- Acts as an interface between the computer hardware and outside environment.
- Operating system provides the extended machine to its end user.
- Provides support for interconnection of computers to share the data and resources.
- Accessories program like note pad, word pad, paint etc provides the services to end user.
- Operating system provides mechanisms like user authentication to provide system security.
- Productivity of end user is increased due to multitasking.

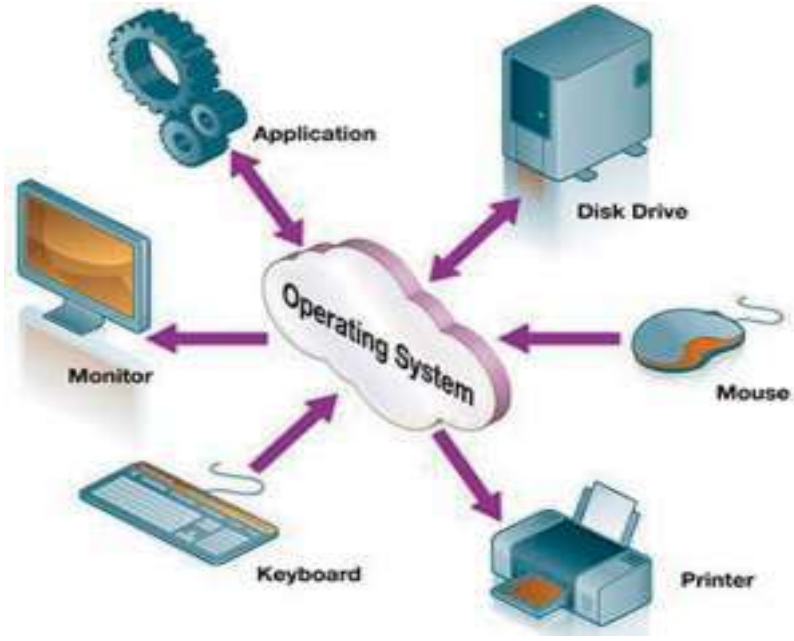

Fig1.2: Operating system acts as resource manager.

1.4 TYPES OF OPERATING SYSTEMS

Following are the types of operating system.

1. Batch Operating system
2. Time sharing operating system

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3. Single user Unitasking operating system
4. Single user Multi tasking operating system
5. Multiprogramming Operating systems
6. Multiprocessing operating system
7. Online operating system
8. Real-time operating system
9. Distributed operating system

1. Batch Operating System

In the Batch processing group of programs with inputs are submitted to the system and system executes programs one by one till all programs gets finished. In earlier days hardware was not easily available and processing ability was available with very less number of machines. Other machines were dumb terminal and capable to write the programs. An operating system does the following activities related to batch processing:

- Developer develop the programs with help of dumb terminals and write it on punch cards and submit it to the administrator of server (Machine with processing capacity).
- The operating system defines a job which has predefined sequence of commands, programs and data as a single unit.
- The operating system executes programs one by one and admin records the output.
- Jobs are processed in the order of submission, i.e., first come first served fashion.
- If the output is not correct, then developer modifies the program and submits it again for execution.
- Job control language or job monitor program use to controls the overall execution.

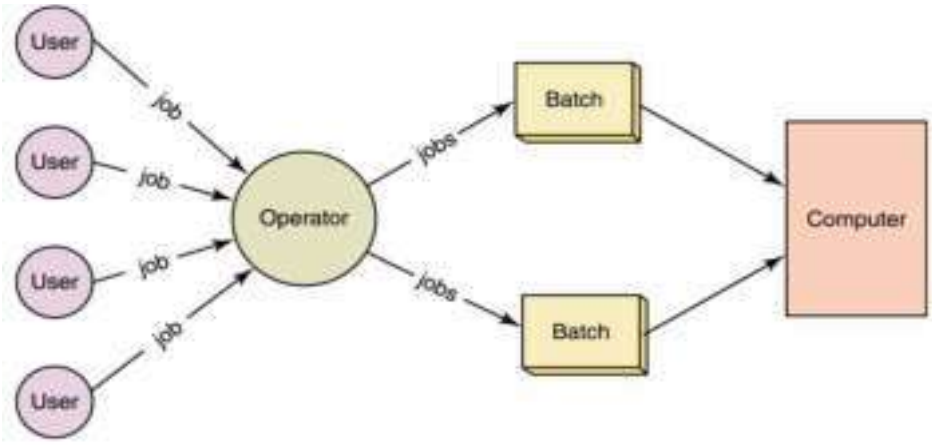

Fig 1.3: batch Processing

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Advantages

- Batch processing was first operating system developed.
- Increased performance as a new job gets started as soon as the previous job is finished, without any manual intervention.

Disadvantages

- Difficult to debug program.
- Lot of housekeeping operations.
- Due to lack of protection scheme, one batch job can affect pending jobs.

2. Time-sharing operating systems

Time-sharing operating system allows many users, located at different locations, to use a particular computer system at the time. The Processor's time is shared among multiple users at a time is termed as time-sharing.

The main objective of time sharing operating system is to provide quick response time. Processor time is divided into number of users is known as time slice or time quantum. Every user is given one time slice at a time in circular fashion so this operating system is also known as round robin operating system. Numbers of jobs are executed by the system CPU by switching among them. The operating system uses round robin scheduling to provide one time slice to each user.

Advantages

- Provides quick response time.
- Reduces CPU idle time.

Disadvantages

- More CPU time is wasted in switching between the users.
- Connectivity is essential.

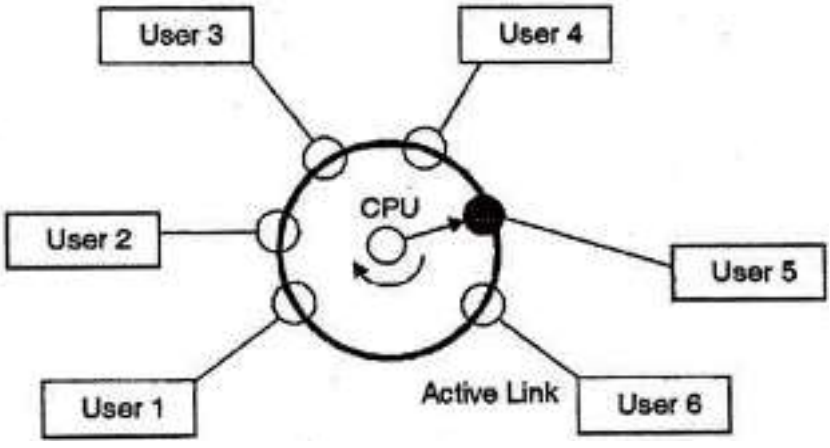

Fig1.4: Time sharing operating system

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3. Single user unitasking operating system

This operating system developed to run one program at a time. MS DOS is a example of single-user, single-task operating system. This is the first complete operating system with all fundamental operating system functions like file management, memory management etc.

Advantages

- Single user system.
- Less memory required.
- No process management, no file management.
- Command are used to access services of operating system.

Disadvantages

- More CPU idle time.
- Less productivity of end user.

4. Single user Multitasking operating system

Multitasking operating system runs multiple jobs at a time simultaneously for single user by switching between them. Switching occur quickly and frequently among the users programs. Multitasking operating system are generally installed on desktop and laptop computers. Microsoft's Window is examples single user multi tasking operating system. Single user multi tasking operating system operating system allows a single user to run several programs at the same time. For example, it's is possible for user to write something in a word processor, downloading a file and printing the document at a time. User interact the system by giving system calls with the help of graphical user interface. Multiple programs are loaded in the memory at a time of single user.

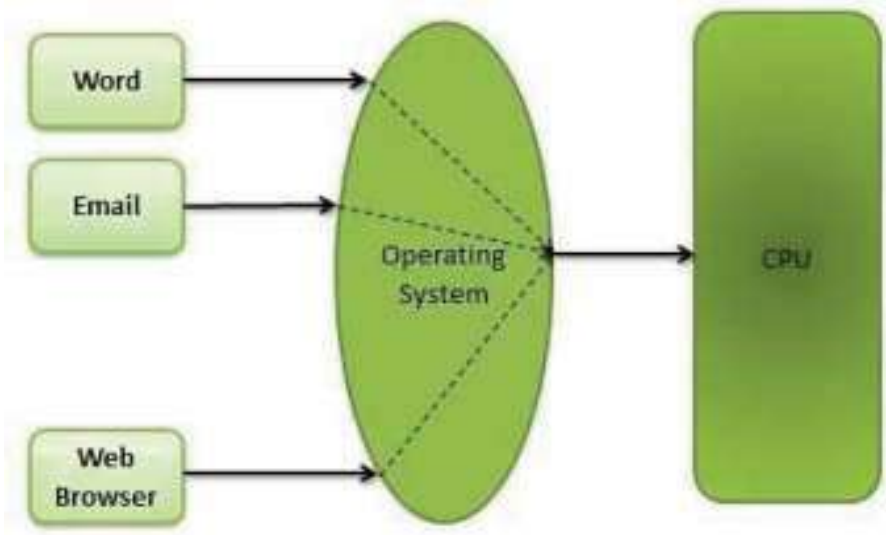

Fig. 1.5 : Single user multitasking

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Advantages:

- Single user uses system.
- Multiple tasks are possible at a time.
- Productivity of end user is increased.
- Operating system manages and shares all the resources like CPU, memory as well as I/O devices between number of processes..

Disadvantages

- Proper resource management required otherwise chances of deadlock.

5. Multiprogramming operating system

Sharing the CPU between two or more programs loaded in memory of different users at the time concurrently is known as multiprogramming. In this single processor is shared between multiple users. Multiprogramming increases resources utilization like CPU, memory etc. This type of system is generally considered as servers.

In multiprogramming system, one program is busy completing I/O, another program uses the CPU, third program is printing document. So it is possible to run several jobs at a time by sharing computer resources like CPU.

Proper mix of CPU bond programs and I/O bound programs increases t6he resource utilization. CPU bond programs will utilize more CPU where as I/O bound programs will utilize more I/O devices.

The following figure1.5 shows the memory layout for a multiprogramming system.

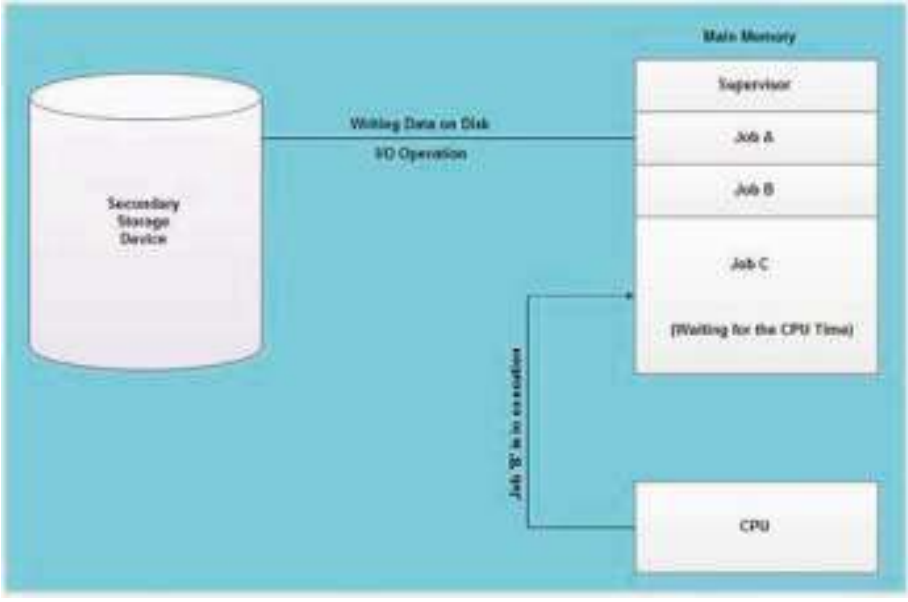

Fig. 1.6: Multiprogramming operating system

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Advantages

- Proper resource utilization.
- Increases throughput.
- Allows multiple users to share system resources.

Disadvantages

- Proper CPU scheduling and file management required.
- To accommodate many programs in memory, memory management is required as well as large size memory is required.

6. Multiprocessing Operating system

Two or more CPU's are installed on single motherboard of a computer system in Multiprocessor Operating System. These CPUs communicate each other to share the computer buses, memory and other resources. These systems are known as tightly coupled systems.

These types of systems are used to process a large volume of data with very high speed like servers. These systems are used to control satellite, expert system, image processing, weather forecasting, etc. The basic organization of multiprocessing system is shown in figure 1.6.

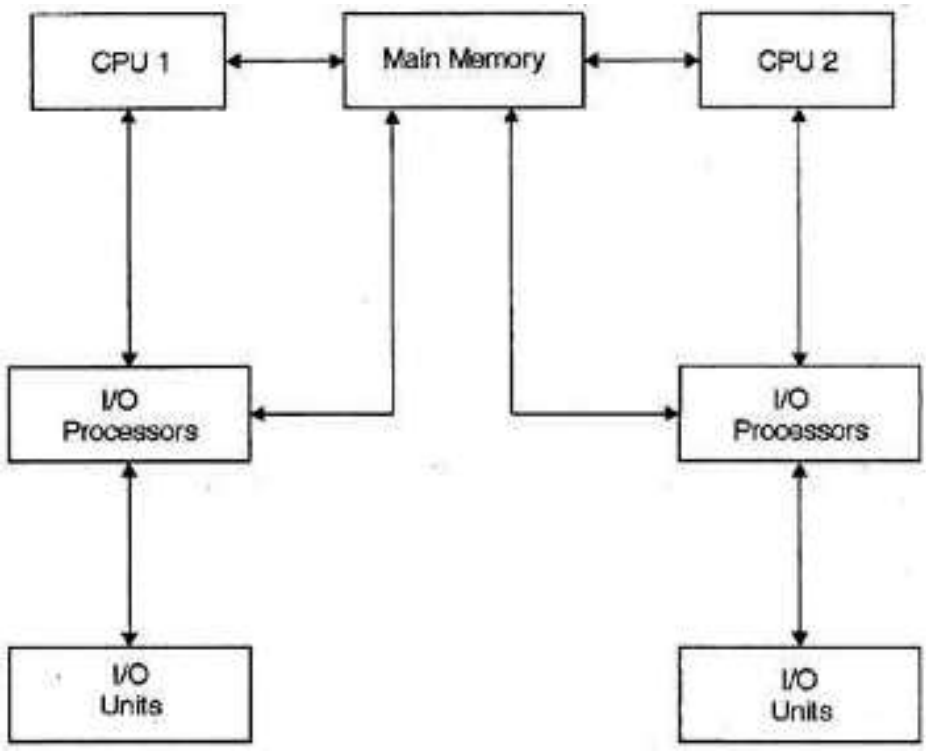

Fig: 1.7: Multiprocessing Operating system

Multiprocessing system are using concept of parallel multiprocessing, in which each processor runs an identical copy of operating system and these copies communicate with each other. A main processor manages the system. This is

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known as a master-slave relationship. Multiprocessing operating systems requires the following support.:

1. **Motherboard Support**: A motherboard is able to handle two or more processors at a time.
2. **Processor Support:** Processors must have capability to be used in a multiprocessing system.
3. **Locking system:** In order to access to the shared resources among multiple processors, they need to be protected by locking scheme.
4. **Shared data:** The regular accesses to the shared data by multiple processors must be provided by using mutual exclusion.

Advantages

- Increases throughput.
- In Multiprocessor systems if one processor fails cannot stops processing.
- Quick Response time.
- Cost saving.

Disadvantages

- Complex operating system is required.
- Large size memory required.

7. Network operating System

Network operating systems run on a server and provide capability to manage and allow access to shared resources like files, printers, security, applications etc over a network. In this operating system all the users are well aware of the configuration, of all other users within the network.

Microsoft Windows, UNIX and Linux are the examples of network operating systems.

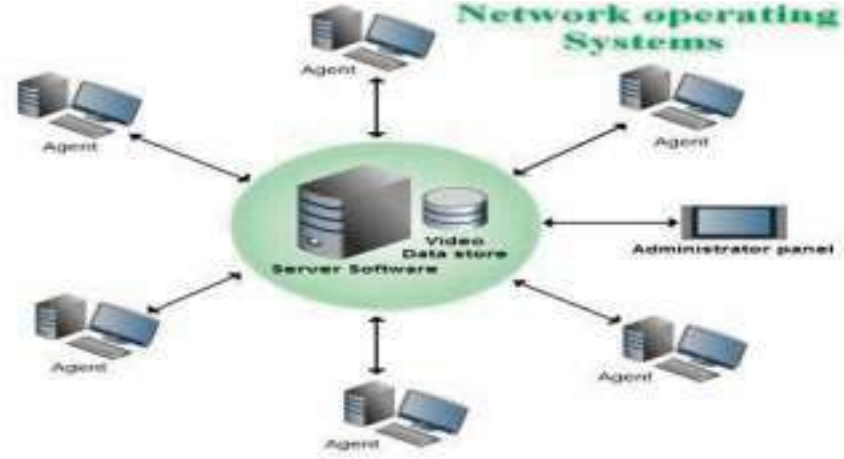

Fig. 1.8: Network operating systems

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Advantages

- Server handles Security concerns.
- Up-gradations are easily integrated to the system.
- Server access is possible remotely from different locations and different types of systems.

Disadvantages

- Servers are costly.
- User depends on servers for most of operations.
- Maintenance required regularly.

8. Real Time operating System

These types of system handle all events which are external to the system within given time interval. In this operating system action reaction mechanism is required to perform assigned task within given deadline. This system provides quick response time as compared to online processing.

A real-time operating system have well-defined interfaces and fixed time constraints otherwise the system will fail. Examples are scientific experiments, industrial control systems, weapon systems etc.

There are two types of real-time operating systems.

Hard real-time systems

These systems guarantee that tasks will complete within given time interval. Data is stored in primary memory to provide quick response time.

Soft real-time systems

Here deadline is there. No action reaction mechanism required. For examples are multimedia, virtual reality etc.

Advantages

- Quick response.
- Generally processes are residing in main memory all the time.
- Systems must be error free.

Disadvantages

- The systems are too expensive.
- The systems very complex and requires lot of efforts to develop.

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9. Distributed operating System

Distributed operating system uses latest technology and widely used all-over the world. Many autonomous computers are interconnected to each other by using a shared communication network. The benefit of distributed operating system is to share data and resources among the computer systems present on communication network.

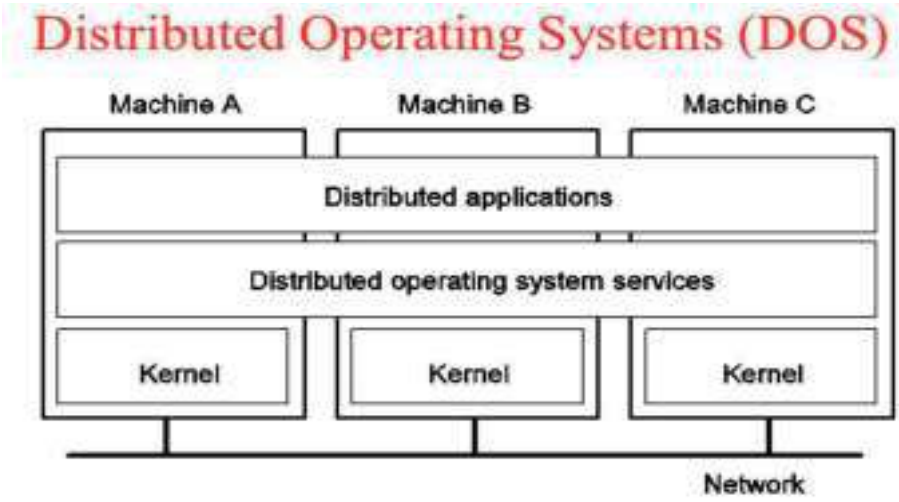

Fig. 1.9: Distributed operating system

Advantages

- Failure of one computer system will not affect the other ones.
- Increases the data exchange speed.
- Very high speed processing.
- Load on host computer reduces.

Disadvantages

- Failure of network will stop the entire communication.
- These types of systems are very expensive.

1.5 DIFFERENT VIEWS OF OPERATING SYSTEMS

There is mainly two user's view of operating systems.

1. Command language
2. System call

1. The Command language users view of operating system

Operating system commands are system specific. Command syntax differs from system to system and functionalities are less varied. Following are the some of the operating system command categories.

NOTES

- Log on and house keeping
- Program activation and control
- File management
- Status reporting
- System management

Log on and housekeeping commands for logging into and out of the system such as login and exit. Command for Program activation and control allows program to be loaded and executed like run or load. File management commands usually provides file management command like create and delete. System management commands are reserved for system managers and maintenance personnel.

2. System call users view of operating system

System and application programmers access operating system services from their programs by using system calls, which are also called application-programming interfaces(APIs). System commands given by command-language users are executed as a series of system calls. System calls provides control over system operations and provides direct access to hardware like input/output devices.

Except for some of the log-on operations and system-management functions, system calls usually represent a superset of functions available at the command level.

1.6 STRUCTURES OF OPERATING SYSTEM

The designers of operating system use the separation of concerns principle of software engineering. The developers develop the operating system into small independent parts called modules that provides some functionality of operating system. These modules are integrated together among them and with hardware components to form complete operating.

The following are the typical structures of operating systems.

1. Monolithic operating system structure
2. Layered operating system structure
3. Virtual operating system structure
4. Client server operating system structure

1. Monolithic operating system structure

Mono means single, this operating system runs as a single program in kernel mode. The operating system is written as a collection of procedures, integrated

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together into a single large executable program. Here, each procedure calls any other procedure without restriction. Pre compiled procedures are integrated together into a single executable file using linker. Here no information hiding as every procedure is visible to every other procedure.

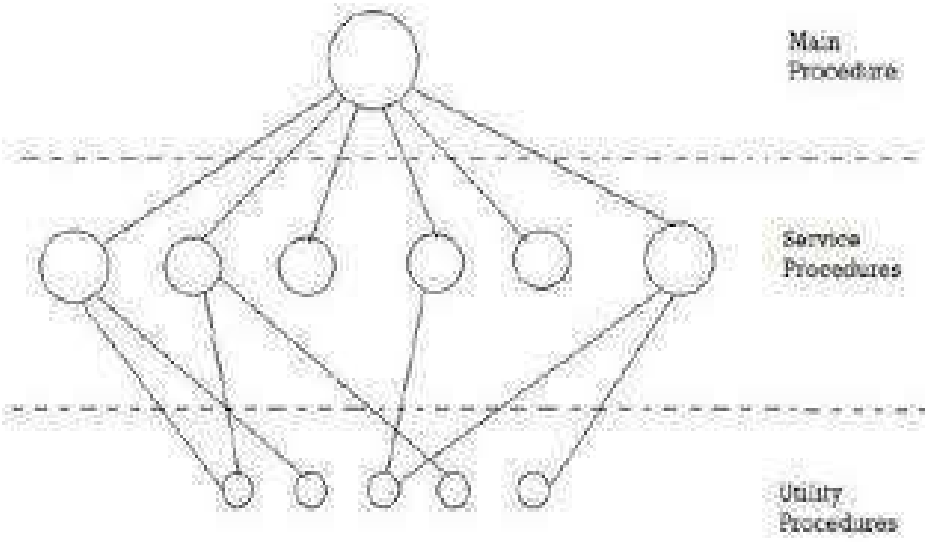

Fig. 1.10 : Monolithic Operating system structure

This organization provides following structure

1. A main program requested service procedure.
2. A service procedures carry out the system calls.
3. A set of utility programs supports service procedures.

2. Layered operating systems structure

Layered operating systems are organized as a hierarchy of layers, one above the other. The first layered operating system was the THE system developed by E. W. Dijkstra in 1968. The THE was a batch operating system developed originally for a Dutch computer.

The system made up of six layers. Layer 0 is responsible for allocation of the processor, switching among processes.

Layer 1 is responsible for the memory management. It allocates memory to the processes. The layer 1 takes care of swapping.

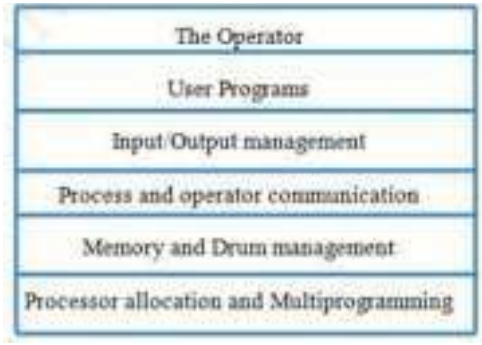

Fig 1.11: Layered operating systems structure

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Layer 2 is responsible for communication between process and the user (operator). Layer 3 takes care of input output management. At layer 4 the user programs are there. The system operator is at the top ie layer 5.

3. Virtual Machines

Main objective behind this system is to provide multiprogramming and to provide an extended machine to end user with a convenient interface. The core part of the system, called as the virtual machine monitor, runs on the bare hardware and provides the several virtual machines to the next layer up. On the original VM/370 system, runs OS/370 operating system while bare machines ran a Conversational Monitor System for interactive timesharing users.

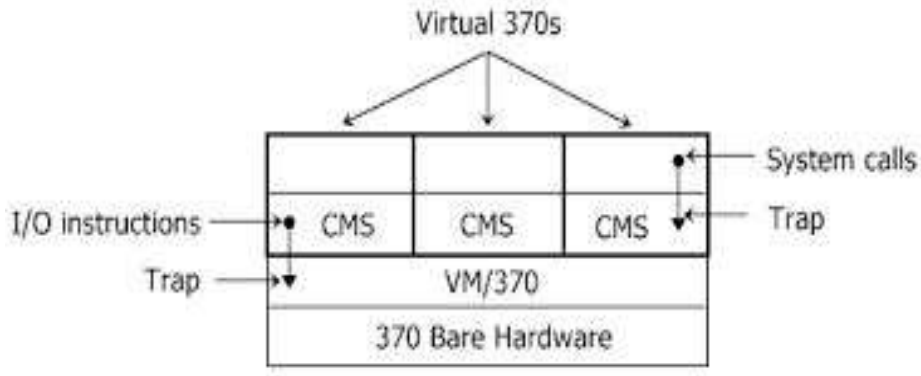

Fig. 1.12 : Virtual machines operating system structure

When a CMS executes a system call, the call was trapped to its own virtual machine, not to VM/370, CMS then issued hardware Input output instructions to carry out the call. These input output instructions were trapped by VM/370, which then performed them as part of its simulation of the real hardware. Another example is Java virtual machine.

4. Client server operating system structure

Here idea is to distinguish two classes of processes, the servers, each of which provides some service, and the clients, which use these services. This model is known as the client-server model.

Communication between clients and servers is possible due to message passing. To use the service of server, a client process sends a message/signal to the appropriate server saying what it wants. The server then does the work and sends back the answer.

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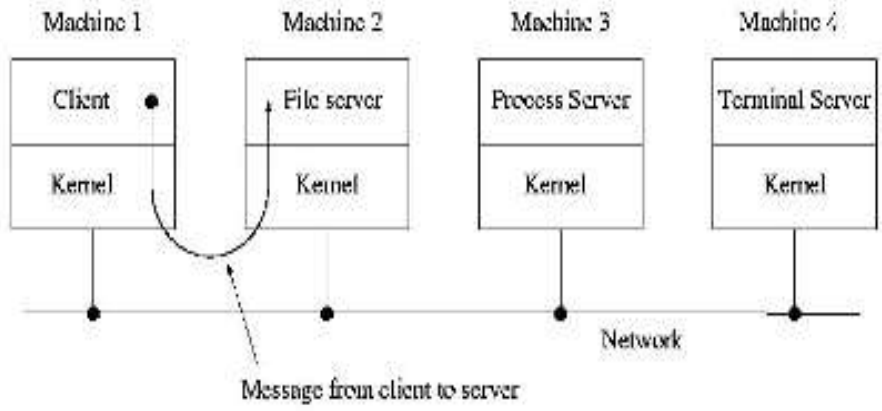

Fig. 1.13 : Client server operating system structure

Clients and servers run on different computers, connected by a local or wide-area network and communicate with each other's by sending messages.

1.7 USER OPERATING SYSTEM INTERFACE

Command line interface

Command Line Interface (CLI) is the interface in which the user communicates with programs or operating system by writing commands in the command line. It does not use a mouse or menu. The users type the command, which should be executed, and then they press the key "Enter". After the key "Enter" has been pressed the command will be executed and the computer will display the result.

The CLI was the primary means of interaction with most computer systems in the mid-1960s, and continued to be used on OpenVMS, Unix systems and personal computer systems including MS-DOS, CP/M and Apple DOS. The interface is usually implemented with a command line shell, which is a program that accepts commands as text input and converts commands into appropriate operating system functions.

The graphical user interface

The Graphical User Interface (GUI) is a user interface that allows you to interact the computer using interactive graphical controls. The user uses the keyboard, mouse, touchpad input and graphical elements such as menus, icons, buttons, scroll bars, forms and others. GUI is comfortably be used by any user.

GUI is usually used in computers, mobile phones, digital cameras or cameras, gaming devices and navigation devices, etc. It enables the users with less computer knowledge to use the computer software and even the entire operating system in an easy way. WIMP (Windows Icons Menus Pointing device) is the most common combination of these elements in a graphical user interface technology.

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The basis of today's user interface is the concept of the main means of interaction between the user and the computer abbreviated WIMP which is a technology that allows controlling the computer using the elements.

Nowadays, the GUI is common interface implemented by Microsoft Windows family used on computer systems, notebooks, Android, Windows Phone etc.

System Call

In computing, a system call is the programmatic way in which a computer program requests a service from the kernel of the operating system it is executed on. A system call is a way for programs to interact with the operating system. A computer program makes a system call when it makes a request to the operating system's kernel. System call provides the services of the operating system to the user programs via Application Program Interface(API). It provides an interface between a process and operating system to allow user-level processes to request services of the operating system. System calls are the only entry points into the kernel system. All programs needing resources must use system calls.

Services Provided by System Calls

1. Process creation and management: end, abort, create, terminate, allocate and free memory
2. Main memory management
3. File Access, Directory and File system management: : create, open, close, delete, read file etc
4. Device handling(I/O)
5. Protection
6. Networking, etc.

Example of system calls

Type of system call	Windows	Unix
Process Control	CreateProcess() ExitProcess() WaitForSingleObject()	fork() exit() wait()
File Manipulation	CreateFile() ReadFile() WriteFile() CloseHandle()	open() read() write() close()

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1.8 HISTORY OF UNIX

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UNIX is a multiprogramming operating system, first developed in the 1960s in the form of MULTICS. There are many different versions of UNIX are available today like Sun Solaris, GNU/Linux, and MacOS X etc. Following are the main milestones in the development of Unix.

- In 1969, Ken Thompson and his team released the first version of Unix, known as UNICS at AT&T's Bell Labs.
- Ken Thompson with Dennis Ritchie, In 1973 released the fourth version of Unix kernel written in C. The Unix operating system was first presented formally to the outside world at the 1973 Symposium on Operating Systems Principles, where Ritchie and Thompson delivered a paper.
- In 1973, AT&T released Version 5 Unix and licensed it to educational institutions,
- Unix V6, released in 1975 became very popular. Unix V6 was free and was distributed with its source code.
- The Seventh Edition, released in 1978, served as a dividing point for two divergent lines of Unix development. These two branches are known as SVR4 (System V) and BSD.
- The Berkeley version of Unix is known as BSD, Berkeley Software Distribution. From BSD came the vi editor, C shell, virtual memory, Sendmail, and support for TCP/IP.
- In 1983, AT&T released Unix System V which was a commercial version.
- Berkeley took initiative on its own Unix BSD (Berkeley Software Distribution) Unix.
- Sun Microsystems developed its own BSD-based Unix called SunOS and later was renamed to Sun Solaris.
- Microsoft and the Santa Cruz operation (SCO) were involved in another version of UNIX called XENIX.
- Hewlett-Packard developed HP-UX for its workstations.
- In 1986, IBM developed AIX (Advanced Interactive eXecutive).
- In 1988 AT and T and Sun Microsystems jointly developed Solaris 2.
- In 1991 Linux was released.

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1.9 THE UNIX OPERATING SYSTEM STRUCTURE

The UNIX operating system is made up of three parts; the kernel, the shell and the programs.

1. The kernel

The Kernel is the heart of the UNIX OS. It is software that provides the interface between the hardware and the user. It handles the process, memory, file, device and network management for the operating system. The kernel is responsible for ensuring that all system and user tasks are performed concurrently.

The shell and the kernel work together, suppose a user types rm myfile. The shell searches the file store for the file containing the program rm, and then requests the kernel, through system calls, to execute the program rm on myfile. When the process rm myfile has finished running, the shell then returns the UNIX prompt % to the user, indicating that it is waiting for further commands.

2. The shell

The shell acts as an interface between the user and the kernel. When a user logs in, the login program checks the username and password, and then starts another program called the shell. The shell is a command line interpreter (CLI). It interprets the commands the user types in and arranges for them to be carried out. The commands are themselves programs: when they terminate, the shell gives the user another prompt (% on our systems). . The series of commands are called a shell script.

History - The shell keeps a list of the commands you have typed in. If you need to repeat a command, use the cursor keys to scroll up and down the list or type history for a list of previous commands.

Shell Prompt

The prompt, $, which is called command prompt, is issued by the shell. While the prompt is displayed, you can type a command.

The shell reads your input after you press Enter. It determines the command you want executed by looking at the first word of your input. A word is an unbroken set of characters. Spaces and tabs separate words.

Following is a simple example of date command which displays current date and time:

$date

Thu Jun 25 08:30:19 MST 2009

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Shell Types

In UNIX there are two major types of shells:

1. The Bourne shell. If you are using a Bourne-type shell, the default prompt is the $ character.
2. The C shell. If you are using a C-type shell, the default prompt is the % character.

There are again various subcategories for Bourne Shell which are listed as follows:

- Bourne shell (sh)
- Korn shell (ksh)
- Bourne Again shell (bash)
- POSIX shell (sh)

The original UNIX shell was written in the mid-1970s by Stephen R. Bourne while he was at AT&T Bell Labs in New Jersey. The Bourne shell was the first shell to appear on UNIX systems, thus it is referred to as "the shell". The Bourne shell is usually installed as /bin/sh on most versions of UNIX. For this reason, it is the shell of choice for writing scripts to use on several different versions of UNIX.

The different C-type shells follow:

- C shell (csh)
- TENEX/TOPS C shell (tcsh)

The C shell, csh, was written by Bill Joy. The language, including the control structures and the expression grammar, was modeled on C. The C shell also introduced a large number of features for interactive work, including the history and editing mechanisms, aliases, directory stacks, tilde notation, cdpath, job control and path hashing.

3. Command and Utilities

There are various commands and utilities which you can make use of in your day to day activities. cp, mv, cat and grep, etc. are few examples of commands and utilities. There are over 250 standard commands plus numerous others provided through 3rd party software. All the commands come along with various options.

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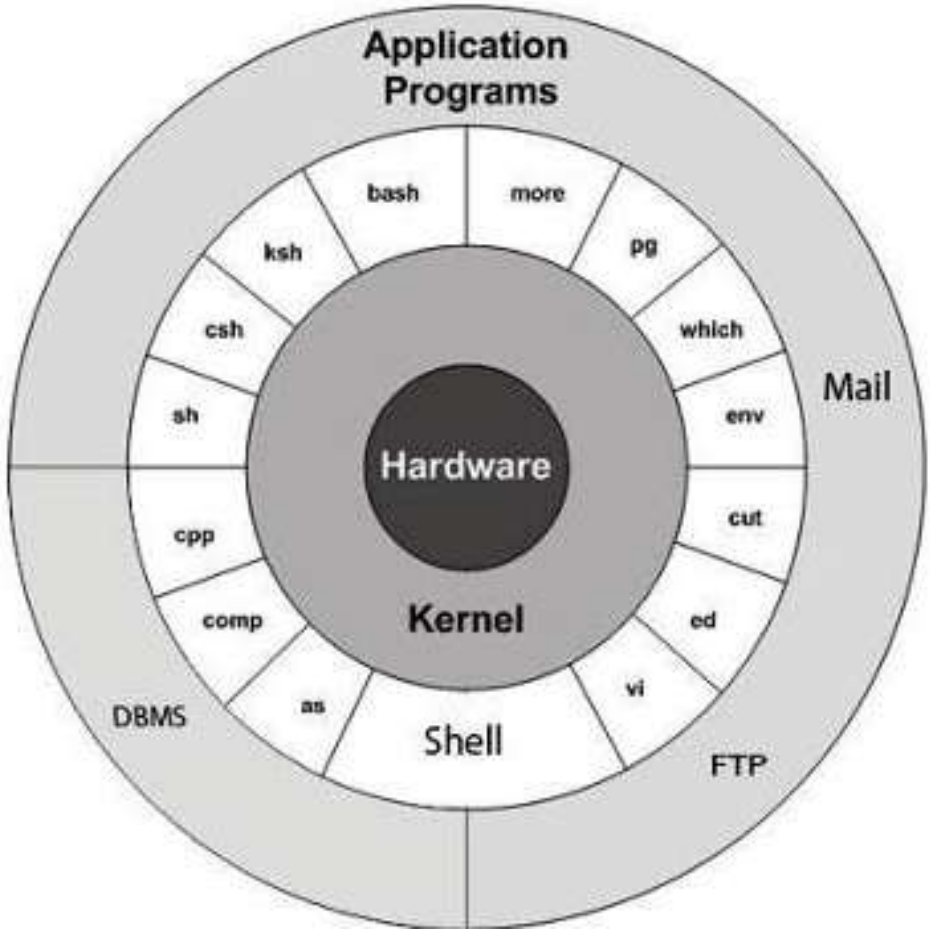

Fig 1.14: Structure of Unix Operating system

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EXERCISE

Questions

- Define Operating Systems and give the functions of it.
- What do you mean by a system call? Explain with examples.
- Justify with example "Operating system acts as a resource manager".
- Explain various structures of operating system with their merits and demerits.
- Discuss the structure of UNIX operating system.
- Explain the concept of client server architecture. Bring out its advantages.

Write short notes

- Operating system need
- Time sharing operating systems
- Multiprocessing operating systems
- Batch operating systems
- Shell
- Command language users view of operating system
- Multitasking operating systems
- Graphical user interface

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NOTES

UNIT - II
PROCESS MANAGEMENT

CHAPTER OBJECTIVES

After going through this unit, you should be able

- To understand the concepts of process, process state transition.
- To understand a process control block, schedulers and scheduling algorithms;
- To compare the performance evaluation of the scheduling algorithms.

CONTENTS

2.1 INTRODUCTION

2.2 PROCESS CONCEPT

2.3 OPERATING SYSTEMS VIEW OF PROCESSES

2.4 OPERATING SYSTEM SERVICES FOR PROCESS MANAGEMENT

2.5 SCHEDULING AND TYPES OF SCHEDULERS

2.6 CPU SCHEDULING ALGORITHMS

2.7 UNIX PROCESS MANAGEMENT

OVERVIEW OF THE CHAPTER:

This chapter focuses on the fundamental of Process management. It includes the basics of process management, process concept, process states, process state transition, scheduling algorithms. This chapter is also covering the performance evaluation of the scheduling algorithms.

KEYWORDS

Process, Process control block, Process state transition, Threads, Scheduler, Round robin, Shortest remaining time next, Turnaround time, Throughput time, Waiting time, Response time

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2.1 INTRODUCTION

A process or task is a program under execution. A process needs many resources like CPU, memory and input output devices to complete its execution. These resources are allocated, when process is created or during execution.

A process is the smallest unit of work and allocated to CPU individually. Operating system keep track of these processes till process termination. All these processes may execute concurrently in multiprogramming environment..

The operating system is responsible

- For creation and termination of both user and system processes.
- The scheduling of processes to CPU.
- Intercrosses communication and synchronization among the processes.
- Controlling the progress of process.
- Allocating resources among the processes.

2.2 PROCESS CONCEPT

The term process was first used by MULTICS operating system designers in 1960. There are many definitions of processes. Process is defined as "Program under execution scheduled individually by the operating system to perform specific task."

There is slight difference between a process and a program. The program is a group of instructions whereas the process is activity.

In multiuser or multiprogramming operating systems, processes are assigned to CPU one by one on the basis of scheduling algorithms. There are generally two types of processes.

- CPU bond processes: A process needs more CPU time.
- Input output bond processes: A process needs more time to perform Input output.

Computer users are responsible to provide the proper mix of CPU bond programs and Input output bond programs to system to increases the utilization of system resources to achieve the more degree of multiprogramming, results in more productivity of end user. Operating system keeps track of all the Process using process control block. PCB maintains all the attributes of process like process state, resources allocated and other accounting information. Number of

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process are executed concurrently by using its own data and resources. Operating system assigns resources among processes according to scheduling mechanisms.

Operating systems is responsible to create the processes needed. Generally, system calls exist for creation a process, load it in memory, and start executing. Each process has one parent process, but zero, one, two, or more child processes.

Implicit and Explicit Tasking

Each process at run time can be either:

- Implicit tasking
- Explicit tasking.

Implicit tasking means system defined processes. It is common in multiprogramming systems like Time sharing system. Operating system assigns almost all the attributes of the processes. Operating system is responsible for overall management of these type of processes. Normally more time is required to execute these processes as compare to explicit tasking.

Explicit tasking means programmers defined process. Programmer assigns some of its attributes. To increase the performance, a single program is divided into number of processes. Explicit tasking is used when high performance is required. Real time operating system is a common example of programmer defined processes. A parent process is responsible for creation and control execution of child processes.

Advantages of explicit tasking are

- Faster execution of an application
- User convenience
- Multiprogramming
- Distributed computing

Processes Relationship

There are two types of fundamental relationships among processes.

- Competition
- Cooperation

At run time environment, processes compete with each other for system resources to complete their execution. Other side, related processes which are part of a single logical application cooperate with each other. Generally, parent child processes have cooperation among them. Operating system must support these relations with system policies. In the competition, system provides proper resource allocation and protection mechanism to avoid deadlock.

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Following are the features of cooperating processes:

- Their states are shared by other processes.
- Their execution depend son relative execution sequence.
- Their execution is irreproducible, means the results of execution are always different for different set of inputs.

2.3 OPERATING SYSTEMS VIEW OF PROCESSES

In this section we will study operating systems view of processes in detail. The following are the operating systems view of processes.

- Process control block
- Process states
- Process switch
- Threads.

Process control block

The operating system maintains all the information about the process that it needs into data structures, called process control block. When process is created operating system creates process control block and active for life time of process. Process control block maintains different aspects of process execution and resource usage. Process control block includes some or all the following information.

- Process Name (ID)
- Process number
- Process state, which may be new, ready, running, waiting etc
- Program counter value, which indicates the address of the next instruction to be executed
- CPU registers
- Memory management information
- I/O status information
- Processor scheduling information
- List of open files.
- Accounting Information

Process States

As defined, a process is program under execution which is treated as an independent entity by operating system with set of inputs and outputs. A process

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interacts with other processes for number of reasons like inter-process signaling or data exchange. Output of one process may be used as input by other process. During the execution, process move from one state to another state, according content of the PCB is updated.

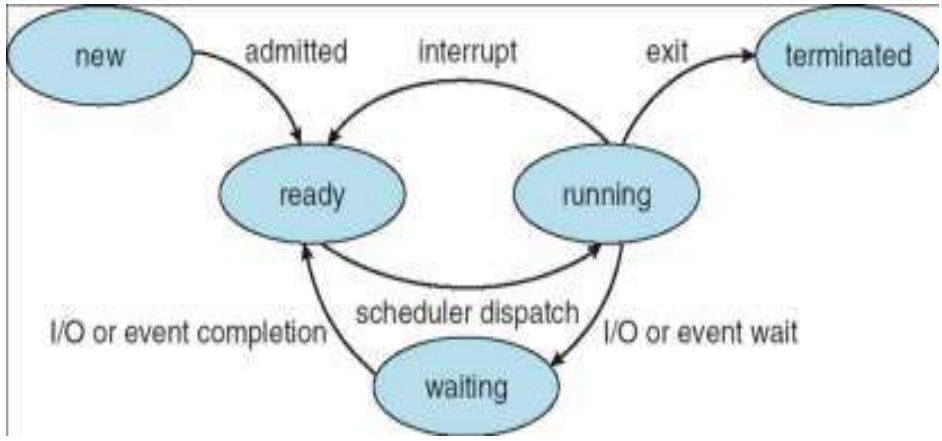

Fig: 3.1 Process states

A process state may be in one of the following

- **New :** The process is being created.
- **Ready :**The process possesses all the resources other than a processor.
- **Running :** Instructions are being executed with processor.
- **Waiting:** The process is waiting for some event to occur.
- **Suspended/ Blocked:** The Process is suspended temporary may be waiting for synchronization signals.
- **Aborted:** The process is forcefully terminated.
- **Terminate:** The process has finished execution.

Process switch

The transition between two memory resident processes in the multiprogramming system is called process switch. When Process changes the state process switch occurs. Process switch requires the crossing protection boundary called mode switch. After process switch, process control block of that process is updated. When system select next process to run its process control block is used to create appropriate run time environment. At last operating system initiates a mode switch into the user's space. The above process is known as process switch. It is more complex process.

Threads

Threads are also called as a lightweight process. It is independent parts of a single program with reduced states. Multithreading means several independent sub-processes uses common data and runs in parallel.

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Threads simply split up program into logically separate pieces, and every piece runs independently of one another, until they need to communicate.

Following are the characteristics of thread.

- Threads allow a programmer to switch between processes.
- Generally, threads are scheduled on a First Come First Served basis, unless the program decides to force certain threads to wait for other threads.

2.4 OPERATING SYSTEM SERVICES FOR PROCESS MANAGEMENT

Here we will discuss system calls in multiprogramming operating systems environment for process management. This provides the interface between a process and the operating system. These system calls provides common services for the process management as discussed below.

Create: This system call creates a new process with set of attributes and identifier. Process cannot create itself but must be created by another process. Following parameters may be defined at time of process creation include level of privilege, priority, memory requirements, protection information, access rights etc.

Delete: It is also called destroy, terminate or exit. This system call deletes the process and removes it from the system. Process may delete itself or by another process.

Abort: Abortion is a forced termination of the process. The system call is used to remove malfunctioning process from the system.

Suspend: This system call is also called as BLOCK. A process may be suspended itself or by some another authorized process.

Resume: This system call is also called WAKEUP. This system call wakeups the process which is suspended. A suspended process cannot resume itself but partner process issues the resume.

Delay: Delay is also known as SLEEP. The target process is suspended for specific time period. A process may delay itself or delay by some other process.

Get Attributes: This system call provides the current values of the process attributes from process control block.

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2.5 SCHEDULING AND TYPES OF SCHEDULERS

Scheduling is a fundamental operating system function where system resources are assigned to the process basically CPU. Scheduling is a set of policies and mechanisms implemented in operating system that controls the order in which the work to be done. A scheduler is an operating system module that selects next job to be assigned to CPU. Scheduling increases CPU utilization and throughput. Throughput is the amount of work completed within a given unit time. CPU scheduling is the basis of multiprogramming operating system designer. CPU must be shared among number of memory resident programs to achieve more degree of multiprogramming ie getting more work done in less time.

Various objectives of the scheduling are as follows

- **Maximize throughput:** Amount of work done within given unit of time.
- **Balance resource use:** The system should keep all the resources of the system busy.
- **Response time:** The system should provide quick response time, ie first response from operating system.
- **Turnaround time:** Complete the process execution in minimum time.
- **Avoid indefinite postponement:** No process can suffer indefinite postponement.
- **Enforce Priorities:** When processes are assigned priorities, the scheduling mechanism should prefer the high priority processes.

Types of Schedulers

There are three types of schedulers. They are:

- Short term scheduler
- Long term scheduler
- Medium term scheduler

Short term scheduler

The short-term scheduler assigns CPU to the processes which are in ready queue. It is very fast in order to achieve better CPU utilization. The short-term scheduler is in-charge of ready queue to CPU. Short term scheduler is close to CPU and CPU performance is depends upon efficiency of short term scheduler.

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Long term scheduler

The long-term scheduler selects processes from batch queue and loads in ready queue. The long-term scheduler is called less frequently as compared with the short-term scheduler. It is in charge of batch queue to ready queue.

The long-term scheduler provides proper mix of input output bond and CPU bond programs to the system. If number of input output processes selected are I/O-bound, then input output devices will be busy and processor will be free. If number of CPU bond processes are more, CPU will be busy and input output devices will be free.

Medium-term scheduler

After executing a while, running process may be suspended. These processes are swapped out to create room for incoming processes. Swapping is must to improve the process mix or to free memory. Medium term scheduler is in-charge of handling swapped out processes. When the suspended condition is removed, medium term scheduler takes the necessary action to schedule these processes.

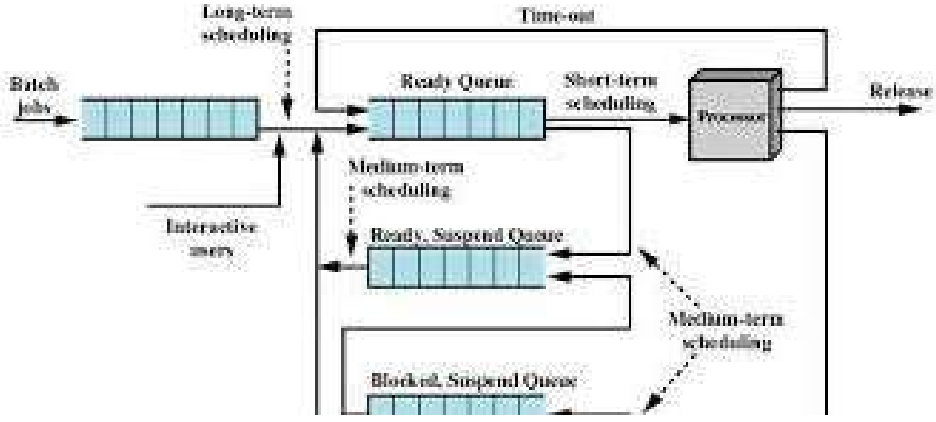

Fig 2.2: Schedulers

Scheduling Criteria

The goal of scheduling algorithm is to increase system performance. There are different scheduling algorithms, each with its merits and demerits. Different characteristics are used for comparison to decide which algorithm is best.

Following are the performance criteria:

CPU Utilization: The key idea is to keep CPU busy all the time.

CPU Utilization = CPU busy time / (CPU busy time + CPU idle time)

Throughput: It refers to the amount of work completed in a unit of time.

Throughput = Number of processes completed/ Time unit

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Turnaround Time : It is time required to complete the process execution.

Turnaround Time = t(Process completed time) – t(Process submitted time)

Waiting Time: This is the time spent in the system waiting for CPU. The waiting time is turnaround time minus actual processing time.

Waiting time = Turnaround Time - Processing Time

Response time: It is time between submission of the program and first response from operating system.

Response time = t(first response time from system) – t(submission time)

2.6 CPU SCHEDULING ALGORITHMS

The Scheduling algorithms are divided into two types.

Non-preemptive Scheduling

In this scheduling discipline, CPU cannot be taken away from the process unless process terminates. In this scheduling, scheduler is called when a process terminates or process is suspended.

Preemptive Scheduling

In this scheduling discipline, CPU may be taken away at any time before completion of process. In this, scheduling scheduler is called when any process enters into the system or a process terminates or process is suspended.

Following scheduling algorithms, we will study here.

- First come first served Scheduling.
- Round Robin Scheduling.
- SJF Scheduling.
- SRTN Scheduling.
- Priority Based Preemptive Scheduling.
- Multilevel Queue Scheduling.
- Multilevel Feedback Queue Scheduling.

First-Come-First-Served (FCFS) Scheduling

This algorithm is also known as First in first out (FIFO).In this algorithm processes are allocated to CPU according to their arrival in the ready queue. Process is allocated to CPU in the same sequence of their arrival. Once a process is assigned to a CPU, it cannot take away till its completion.

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In FCFS scheduling, long jobs make short jobs wait and unimportant jobs make important jobs wait. This algorithm cannot guarantee good response time.

Consider the following example and find out average waiting time and average turnaround time.

Processes	In time (am)	Runtime (Min)
P1	10.00	12
P2	10.02	2
P3	10.05	9
P4	10.08	4

Solution

Gantt chart

10.00	10.12	10.14	10.23	10.27
P1	P2	P3	P4	

Calculate turnaround time and waiting time for process P1:

Turnaround time = Process completion time – Process submission time

= 10.12 – 10.00

=12 min.

aiting time =Process turnaround time – Process execution time

= 12 – 12

= 0 min

Calculate turnaround time and waiting time for process P2:

Turnaround time = Process completion time – Process submission time

= 10.14 – 10.02

=12 min.

Waiting time = Process turnaround time – Process execution time

= 12 – 2

= 10 min

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Calculate turnaround time and waiting time for process P3:

Turnaround time = Process completion time – Process submission time

= 10.23 – 10.05

=18 min.

Waiting time = Process turnaround time – Process execution time

= 18 – 9

= 9 min

Calculate turnaround time and waiting time for process P4:

Turnaround time = Process completion time – Process submission time

= 10.27 – 10.08

=19 min.

Waiting time = Process turnaround time – Process execution time

= 19 – 4

= 15 min

Processes	Turnaround time (min)	Waiting time (min)
P1	12	0
P2	17	10
P3	18	9
P4	19	15
Total	61	34

Average turnaround time = total turnaround time / number of processes

= 61 / 4

= 15.25 min.

Average waiting time = Total waiting time / number of processes

= 34 / 4

= 8.50 min.

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Round Robin scheduling algorithm

Round Robin scheduling algorithm is a preemptive in nature. This is one of the widely used algorithm. This algorithm is used in time-sharing operating systems where response time is a main concern. In this algorithm the CPU time is divided into time slices or time quantum. Each process is allocated a one time-slice or time quantum. No process can run for more than one quantum while others are waiting in the ready queue. If a process needs more CPU time to complete after receiving one time slice, it will move at the end of the ready queue and wait for next time quantum. To implement this algorithm, a new process is added at the end of ready queue. The CPU provides one time slice to first process from the ready queue, then to second and so on.

Consider the following example and find out average waiting time and average turnaround time. Assume all the processes enters in the system at the same time (suppose 10.00 am) in the following sequence.

Processes	Runtime (Min)
P1	7
P2	2
P3	6
P4	4

Consider time quantum or time slice of 1 min.

Gantt chart

10.01 10.19

P1	P2	P3	P4	P1	P2	P3	P4	P1	P3	P4	P1	P3	P4	P1	P3	P1	P3	P1

Calculate turnaround time and waiting time for process P1:

Turnaround time = Process completion time – Process submission time

= 10.19 – 10.00

=19 min.

Waiting time = Process turnaround time – Process execution time

= 19 – 7

= 12 min

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Calculate turnaround time and waiting time for process 2:

Turnaround time = Process completion time – Process submission time

= 10.06 – 10.00

= 6 min.

Waiting time = Process turnaround time – Process execution time

= 6 – 2

= 4 min

Calculate turnaround time and waiting time for process P3:

Turnaround time = Process completion time – Process submission time

= 10.18 – 10.00

=18 min.

Waiting time =Process turnaround time –Process execution time

= 18 – 6

= 12

Calculate turnaround time and waiting time for process P4:

Turnaround time = Process completion time – Process submission time

= 10.14 – 10.00

=14 min.

Waiting time = Process turnaround time –Process execution time

= 14 – 4

= 10

Processes	Turnaround time (min)	Waiting time (min)
P1	19	12
P2	6	4
P3	18	12
P4	14	10
Total	57	38

Average turnaround time = total turnaround time / number of processes

= 57 / 4

= 14.25 min.

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Average waiting time = Total waiting time / number of processes

= 34 / 4

= 9.50 min

Shortest Job First Scheduling

This algorithm is also known as Shortest-Process-Next. Shortest-Job-First is a non-preemptive in nature. In this algorithm, the process with the smallest run-time is allocated to CPU from the ready queue.

The SJF scheduling is best for batch jobs for which the run times are known in advance. This algorithm is good for processes with less execution time.

In shortest job first once CPU allocated to the process it cannot be taken away until process completes its execution.

Consider the following example and find out average waiting time and average turnaround time.

Processes	In time (am)	Run time (Min)
P1	10.00	7
P2	10.02	2
P3	10.05	3
P4	10.08	6

Solution:

Gantt chart:

10.00 10.07 10.10 10.15 10.21

P1	P3	P2	P4

Calculate turnaround time and waiting time for process P1:

Turnaround time = Process completion time – Process submission time

= 10.07 – 10.00

=7 min.

Waiting time = Process turnaround time – Process execution time

= 7 – 7

= 0 min

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Calculate turnaround time and waiting time for process P2:

Turnaround time = Process completion time –Process submission time

= 10.15 – 10.02

=13 min.

Waiting time = Process turnaround time – Process execution time

= 13 –5

= 8 min

Calculate turnaround time and waiting time for process P3:

Turnaround time = Process completion time – Process submission time

= 10.10 – 10.05

= 5 min.

Waiting time = Process turnaround time – Process execution time

= 5 – 3

= 2 min

Calculate turnaround time and waiting time for process P4:

Turnaround time = Process completion time – Process submission time

= 10.21 – 10.08

= 13 min.

Waiting time = Process turnaround time – Process execution time

= 13 – 6

= 7 min

Processes	Turnaround time (min)	Waiting time (min)
P P2	7 13	0 8
P3 P4	5 13	2 7
Total	38	17

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Average turnaround time = total turnaround time / number of processes

= 38 / 4

= 9.50 min.

Average waiting time = Total waiting time / number of processes

= 17 / 4

= 4.25 min.

Shortest Remaining Time Next

This is the preemptive version of shortest job first. In this algorithm CPU is taken away from the running process if the execution time for the new arrived process is less than the remaining execution time of currently running process. In this scheme, arrival of small processes will run immediately. In this algorithm scheduler is called in two situations.

1. **When new process enters in the ready queue:** scheduler compares execution time of new arrived process with remaining execution time of currently running process. Processor will be allocated to the process with less execution time.
2. **When the currently running process terminates or suspended:** In this case scheduler acts as SJF. Processor is assigned to the process with less execution time from the ready queue.

Consider the following example and find out average waiting time and average turnaround time.

Processes	Arrival time (min)	Burst time (Min)
P1	10.00	8
P2	10.02	1
P3	10.06	7
P4	10.08	4

Solution:

Gantt chart:

10.00 10.02 10.06 10.08 10.11 10.15 10.22

P1 | P2 P3 | P4 | P1 P3

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Calculate turnaround time and waiting time for process P1

Turnaround time = Process completion time – Process submission time

= 10.15 – 10.00

=15 min.

Waiting time = Process turnaround time – Process execution time

= 15 – 8

= 7 min

Calculate turnaround time and waiting time for process P2

Turnaround time = Process completion time – Process submission time

= 10.06 – 10.02

=4 min.

Waiting time = Process turnaround time – Process execution time

= 4 –4

= 0 min

Calculate turnaround time and waiting time for process P3

Turnaround time = Process completion time – Process submission time

= 10.22 – 10.06

= 16 min.

Waiting time = Process turnaround time – Process execution time

= 16 – 7

= 9 min

Calculate turnaround time and waiting time for process P4

Turnaround time = Process completion time – Process submission time

= 10.11 – 10.08

=3 min.

Waiting time = Process turnaround time – Process execution time

= 3 – 3

= 0 min

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Processes	Turnaround time (min)	Waiting time (min)
P1	15	7
P2	4	0
P3	18	9
P4	1	0
Total	38	16

Average turnaround time = total turnaround time / number of processes

= 38 / 4

= 9.50 min.

Average waiting time = Total waiting time / number of processes

= 16 / 4

= 4.00 min.

Priority Based Preemptive Scheduling

This scheduling algorithm is also known as Event driven scheduling. A priority is assigned to each process and the scheduler always picks up the process with highest priority for execution from the ready queue. Equal priority processes are scheduled on first come first served basis.

A major problem with this scheduling is indefinite blocking of a low priority process by a high priority process. Completion of a process within finite time cannot be guaranteed with this scheduling algorithm. Aging priority provides the solution to the above problem. This technique gradually increasing the priority of processes that wait in the system for a long time. The older processes gain high priority and are ensured of completion in a finite time.

Consider the following example and find out average waiting time and average turnaround time. Consider all processes are arrived at the same time (suppose at 10.00 am) in the ready queue in the following sequence.

Processes	Priority	Runtime (Min.)
P1	3	8
P2	2	9
P3	4	7
P4	1	3

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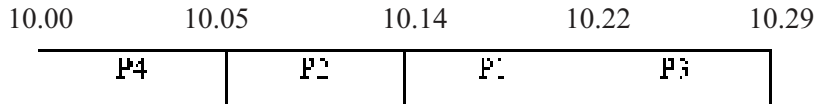
Solution:

Gantt chart:



Calculate turnaround time and waiting time for process P1

Turnaround time = Process completion time – Process submission time

= 10.22 – 10.00

= 22 min.

Waiting time = Process turnaround time –Process execution time

= 22 – 8

= 14 min

Calculate turnaround time and waiting time for process P2

Turnaround time = Process completion time – Process submission time

= 10.14 – 10.00

= 14 min.

Waiting time = Process turnaround time –Process execution time

= 14 –9

= 5 min

Calculate turnaround time and waiting time for process P3

Turnaround time = Process completion time – Process submission time

= 10.29 – 10.00

=29 min.

Waiting time = Process turnaround time – Process execution time

= 29 – 7

= 22min

Calculate turnaround time and waiting time for process P4

Turnaround time = Process completion time – Process submission time

= 10.05 – 10.00

= 5min.

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Waiting time = Process turnaround time – Process execution time

= 5 – 5

= 0 min

Processes	Turnaround time (min)	Waiting time (min)
P P2	22 14	11 5
P3 P4	29 5	22 0
Total	70	41

Average turnaround time = total turnaround time / number of processes

= 70 / 4

= 17.50 min.

Average waiting time = Total waiting time / number of processes

= 41 / 4

= 10.25 min.

Multiple level Queues Scheduling

This scheduling algorithm classifies the processes according to its attributes and maintains separate queues. Each queue may then be serviced by different scheduling algorithms best suited by the type of processes.

In the figure2.3 processes are divided into system processes queue, interactive processes queue and low batch processes queues. Each queue is served by separate scheduling algorithm. The process from the high priority queue is serviced first until that queue becomes empty. Next queue may be serviced using its own scheduling algorithm and so on. Low priority processes may be preempted by higher priority arrivals in one of the high priority queues.

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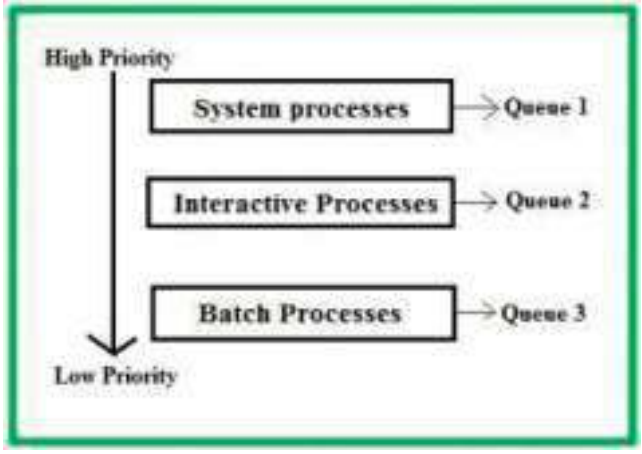

Fig 2.3: Multiple level Queues Scheduling

In this scheduling response time and turnaround time for lower level queue processes is too high. In this scheduling lower priority processes are blocked and not executed within finite time. To overcome this problem aging priority concept is implemented with this algorithm. In this discipline if any process spends some amount of time in lower priority queue, automatically priority of that process is increased and process is promoted to upper level queue. This will help lower priority processes to execute.

Multiple level Queues with feedback Scheduling

This is advancement of multiple level queue scheduling. Rather than having queue for fixed classes of processes, the idea is to move processes among the system queues depend upon run time behavior. For example, each process may start at the top-level queue. If the process is completed within given time slice, it departs the system. If processes need more than one time slice, process may be moved to lower priority queue, which gets less percentage of CPU. If the process still not finished, it may be moved to yet another lower level queue. Main objective is to provide quick response time and equal treatment to all.

2.7 UNIX PROCESS MANAGEMENT

Process is an instance of program under execution. Process is created when program starts execution and after completion it is terminated. Example, when you run grep command, process named grep is created. The kernel is responsible for the management of process. UNIX uses two categories of processes: system processes and user processes. System processes run in kernel mode and execute operating system code to perform administrative and housekeeping functions, such as allocation of memory and process swapping. User processes operate in

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user mode to execute user programs and utilities and in kernel mode to execute instructions that belong to the kernel.

PCB maintains all the attributes of the process from creation till termination. Each UNIX process has two ID numbers assigned to it:

1. Process ID (pid) : this is unique number assigned to each process to keep the track.
2. Parent process ID (ppid). Each user process in the system has a parent process.

If more processes having same ppid means all are child process of the parent process.

The Shell Process

When you log to system, kernel immediately start the shell process which may be Sh or csh. This process remains alive until you log out.

Parent child processes

Parent is a process and process created by the parent is said to be its child.

Example : $ cat student.lst

The cat process is started by shell and this cat process is remains active as long as command is active. Here shell is parent of cat and cat is child of shell iesh in case of bourne shell. Most of the commands that you run have the shell as their parent.

Process status

Unix uses ps command to display process attributes. It is easy to see your own processes by running the ps.

Example : $ ps

$ps

```
PID     TTY     TIME      CMD
18358   ttyp3   00:00:00  sh
18361   ttyp3   00:01:31  abiword
18789   ttyp3   00:00:00  ps
```

One of the most commonly used flags for ps is the -f(f for full) option, which provides more information as shown in the following example −

$ps -f

```
UID     PID  PPID C STIME    TTY   TIME CMD
amrood  6738 3662 0 10:23:03 pts/6 0:00 first_one
amrood  6739 3662 0 10:22:54 pts/6 0:00 second_one
```


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amrood 3662 3657 0 08:10:53 pts/6 0:00 -ksh

amrood 6892 3662 4 10:51:50 pts/6 0:00 ps -f

Here UID: Users ID

PID: Process ID

PPID : Process parent ID

C: CPU utilization of Process

STIME: start time

TTY: Terminal type associated with process

TIME: CPU time

CMD: command that started this process

There are other options which can be used along with ps command:

-a : Shows information about all users

-x: Shows information about processes without terminals

-u :Shows additional information like -f option

-e: Displays all user and system processes

Creating a Proces

Whenever you issue a command in UNIX, it creates a new process, no two processes with the same pid exist in the system because it is the pid that Unix uses to track each process.

Process Creation in UNIX is made by means of the kernel system call, fork( ), aims to take advantage of these child process to complete specific subtasks. When a process issues a fork request, the operating system performs the following functions:

- It allocates a slot in the process table for the new process.
- It assigns a unique process ID to the child process.
- It makes a copy of the process image of the parent, with the exception of any shared memory.
- It increments counters for any files owned by the parent, to reflect that an additional process now also owns those files.
- It assigns the child process to the Ready to Run state.

UNIX is a multiprogramming system, so multiple, independent processes may be running at the same time. Each user may have several active processes at once, so on a large system, there may be hundreds or even thousands of processes running.

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Unix processes can be

- Foreground Processes
- Background Processes

Foreground Processes

These processes take input from the keyboard and send its output to the screen.

Take the example of ls command. This command lists all the files in your current directory.

$ls ch*.doc

This command displays all the files, which names start with ch and end with .doc.

ch01-1.doc ch010.doc ch02.doc ch03-2.doc

ch04-1.doc ch040.doc ch05.doc ch06-2.doc

While a program is running in the foreground and is time-consuming, no other commands can be run because the prompt would not be available until the program finishes processing and comes out.

Background Processes

A background process runs without being connected to your keyboard. If the background process requires any keyboard input, it waits. The advantage of running a process in the background is that you can run other commands; you do not have to wait until it completes to start another.

The simplest way to start a background process is to add an ampersand (&) at the end of the command.

$ls ch*.doc &

This displays all those files the names of which start with ch and end with .doc:

ch01-1.doc ch010.doc ch02.doc ch03-2.doc

ch04-1.doc ch040.doc ch05.doc ch06-2.doc

If the ls command wants any input, it goes into a waiting state until we move it into the foreground and give it the data from the keyboard.

Terminating Processes

Process can be terminated from a console-based command or sending a CTRL + C keystroke. This works when the process is running in the foreground mode.

If a process is running in the background, you should get its Job ID using the ps command. After that, you can use the kill command to kill the process as follows.

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$ps -f

```
UID      PID  PPID C STIME    TTY   TIME CMD
amrood   6738 3662 0 10:23:03 pts/6 0:00 first_one
amrood   6739 3662 0 10:22:54 pts/6 0:00 second_one
amrood   3662 3657 0 08:10:53 pts/6 0:00 -ksh
amrood   6892 3662 4 10:51:50 pts/6 0:00 ps –f
```

$kill 6739

Terminated

Here, the kill command terminates the second process.

REFERENCES

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4. Milan Milenkovic "Operating Systems concepts and design" Second edition Tata McGraw Hill edition.

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1. http://stst.elia.pub.ro/news/SO/Modern Operating System-Tanenbaum.pdf
2. http://164.100.133.129:81/econtent/Uploads/MSIT-103_Operating_System.pdf
3. http://www.ignoucpd.com/ignoucpd/DataFiles/Downloads/72.pdf
4. https://mcdtu.files.wordpress.com/2017/03/tanenbaum_woodhull_operating-systems-design-implementation-3rd-edition.pdf
5. https://www.uniassignment.com/essay-samples/information-technology/the-process-management-in-unix-information-technology-essay.php
6. https://www.tutorialspoint.com/unix/unix-processes.htm

EXERCISE

Questions

- Explain the various relationship exists among processes? Describe its four advantages.
- What do you mean by PCB? Give the content of it.
- Differentiate between Implicit taking and explicit tasking.

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NOTES

- Explain Process states and process state transition in brief.
- What are the various scheduling criteria for CPU Scheduling?
- What is a scheduler? Discuss the role and types of it.
- Explain process management in Unix operating system.
- Consider the following case.

Job No	Arrival Time (am)	Run Time (min)
P1	10:00	7
P2	10:01	8
P3	10:06	2
P4	10:08	3

Find average waiting and turnaround time in case of:

a) SJF b) SRTN c)FCFS

- Consider the following case. All the processes are arrived at same time.

Job No	Priority	Run Time (min)
P1	4	7
P2	1	8
P3	3	2
P4	2	3

Calculate average waiting time and turnaround time in case of:

a) FIFO b) PBPS

- Consider the following case.

Job No	Arrival Time (am)	Run Time (min)
P1	10:00	7
P2	10:01	4
P3	10:03	1
P4	10:06	2

Calculate average waiting and turnaround time in case of:

a) SJF b) SRTN c)FCFS

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NOTES

Write short notes

- Round Robin Scheduling
- Operating system services for process management
- Shortest job first
- Shortest remaining time next
- Multiple level queue with feedback scheduling
- Priority based preemptive scheduling
- Multiple level queue scheduling

*****

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UNIT - III
STORAGE MANAGEMENT

CHAPTER OBJECTIVES

After going through this unit, you should be able to:

- Describe operating system services for memory management.
- Understand how memory is allocated to the processes.
- Understand Memory protection mechanisms.
- Understand concept of virtual memory and swapping.
- To summaries advantages of paging and segmentation;
- To understand concept overlays and page replacement policies.

CONTENTS

3.1 INTRODUCTION.

3.2 BASIC MEMORY MANGEMENT

3.3 LOGICAL AND PHYSICAL ADDRESS SPACE

3.4 SWAPPING

3.5 CONTIGUOUS ALLOCATION AND NON-CONTIGUOUS ALLOCATION

3.6 VIRTUAL MEMORY

3.7 PAGE REPLACEMENT ALGORITHMS

3.8 DESIGN ISSUES FOR PAGING SYSTEM

3.9 SEGMENTATION

OVERVIEW OF THE CHAPTER

This chapter focuses on the memory management concepts. It includes the memory management techniques, Page replacement algorithms, Virtual memory concepts and segmentation.

KEYWORDS

Swapping, Segmentation, Paging, Overlays, Compaction, Virtual memory, Bitmap, Linked list, Relocation, Protection, Least recently used, not frequently used

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NOTES

3.1 INTRODUCTION

The main objective of a system is to execute programs. These programs and data must be loaded in main memory at the time of execution. Primary memory is small in size to accommodate all the programs permanently; the computer system uses secondary storage to back up main memory. To increase the productivity of system resources, the computer system loads many processes in memory. To load multiple numbers of programs in memory, many memory management algorithms exist. In a simple OS, only one program is loaded at a time in the memory whereas multiuser operating system allows multiple programs in memory at the same time.

The operating system is responsible for the following activities:

- Keeping track used and unused memory.
- Deciding which processes are swapped in and out of memory.
- Allocating and de-allocating memory space.

3.2 BASIC MEMEORY MANAGEMENT

We will study basic memory management techniques here. Following are three important memory management issues.

- **Relocation:** A program may be relocated
- in main memory due to swapping.
- **Protection:** Processes will not use data of any other processes without permission.
- **Sharing:** Operating system permits processes to access a common portion of memory containing data or program with proper protection mechanism.

Monoprogramming without swapping and paging

- This is simple memory management mechanism loads one program at a time in memory to execute.
- Here relocation is not at all issue, because the user program is loaded into the same memory location one at a time. MS DOS operating system falls in this category.
- Operating system may be loaded at bottom of RAM as shown in Figure 3.1 (a) or at the top as shown in figure 3.1 (b) or device drivers at the top and rest of operating system at the bottom as shown in figure 3.1 (c).

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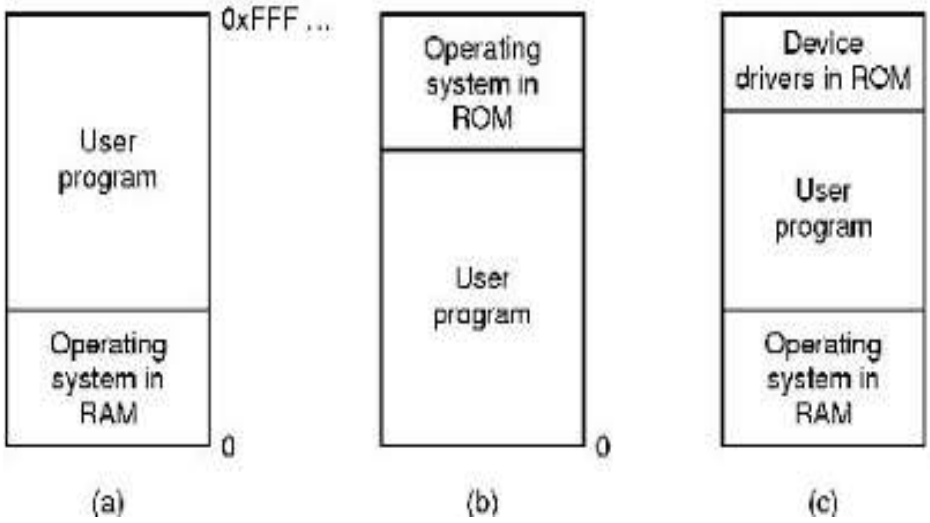

Fig: 3.1 Monoprogramming without swapping and paging

Multiprogramming with Fixed Partitions

Another way to divide memory into fixed number of unequal partitions. When process enters in the system, process is put into input queue for partition large enough to hold it. If any partition not used by process, memory is wasted. There are two ways to implement this technique.

a) Separate input queues for each partition

When this approach is used there is separate input queues for each partition. As shown in figure 3.2 (a) at some partitions many process are waiting whereas for some partitions no single process available to load into memory results in wastage of memory.

b) Single input queue

To avoid memory wastage, in this approach common single input queue is maintained, when a partition becomes free process at the front of queue is loaded into the empty partition which enough to hold the process and run. Drawback of this technique is inefficient use of memory because of internal fragmentation. This is shown in the figure 3.2 (b).

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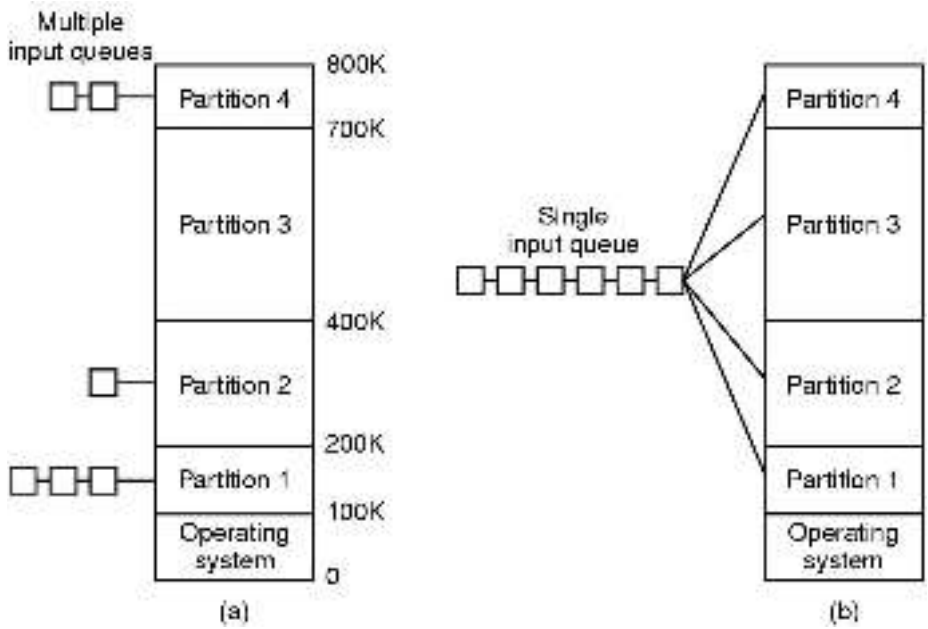

Fig 3.2: (a): Multiprogramming with fixed number of partitions with separate input queue for each partition, (b) Multiprogramming with fixed number of partitions with single input queue.

3.3 LOGICAL AND PHYSICAL ADDRESS SPACE

Address uniquely identifies a location in the memory. We have two types of addresses:

1. **Logical address:** The logical address is a virtual address. Logical address is generated by CPU during a program execution.
2. **Physical address:** The physical address refers to a location in the memory unit.

Logical Address

Address generated by CPU during the execution is referred as Logical Address. The logical address is virtual as it does not exist physically. This address is used as a reference to access the physical memory location. The set of all logical addresses generated by a programs perspective is called Logical Address Space.

The logical address is mapped to its corresponding physical address by a hardware device called Memory-Management Unit. The address-binding methods used by MMU generates identical logical and physical address during compile time and load time.

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Physical Address

Physical Address shows a physical location in a memory. Memory-Management Unit computes the physical address for the corresponding logical address using mapping table.

Basis for Comparison	Logical Address	Physical Address
Basic	It's the virtual address generated by CPU	The physical address is a location in a memory unit.
Address Space	Set of all logical addresses generated by CPU in reference to a program is referred as Logical Address Space.	Set of all physical addresses mapped to the corresponding logical addresses is referred as Physical Address.
Visibility	The user can view the logical address of a program	The user can never view physical address of program
Access	The user uses the logical address to access the physical address.	The user can not directly access physical address
Generation	The Logical Address is generated by the CPU.	Physical Address is Computed by MMU

3.4 SWAPPING

In the many system, if enough memory is not available for the active processes, many processes are kept on disk and brought in to run dynamically. This technique is known as swapping. Swapping is the memory management techniques, in which processes are moved in and out of memory to create room for incoming processes, some processes are sent back to disk. The partitions can be variable in numbers and size of the partitions varies dynamically to improve memory utilization.

Major benefits of using swapping are:

- Higher degree of multiprogramming is possible.
- Dynamic relocation is possible.
- Better memory utilization.
- CPU time cannot be wasted on compaction.

NOTES

Fragmentation

As processes are loaded and removed from memory, the free memory space is broken into little pieces. It happens after sometimes that processes cannot be allocated to memory blocks considering their small size and memory blocks remains unused. This problem is known as Fragmentation.

External fragmentation

Total memory space is enough to satisfy a request or to reside a process in it, but it is not contiguous, so it cannot be used.

Internal fragmentation

Memory block assigned to process is bigger. Some portion of memory is left unused, as it cannot be used by another process.

Due to the fragmentation multiple holes are generated in memory, all these holes are moved at one side of memory to combine into one big one. This technique is called compaction. Compaction avoids impact of fragmentation. Compaction consumes lot of CPU cycles, makes compaction expensive results in less throughput. Swapping is shown in figure 3.3.

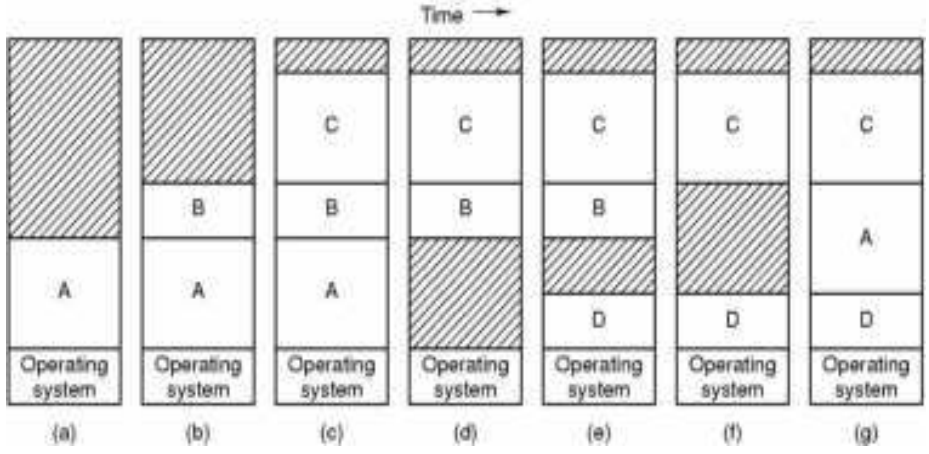

Fig 3.3: Memory allocation changes as process come into memory and leave it. Shaded regions are unused memory.

Swapping is slow process and requires extra memory for dynamically growing segments whenever a process is swapped in.

Memory management with Bit map

The operating system keeps track of memory. Basically, there are two ways:

- Memory management with bit map
- Memory management with linked list

In the memory management with bit map, memory is divided into allocation units. Size of allocation units varies from few words to several kilobytes. For each allocation unit there is one bit in the bitmap table. If bit map contains 0 allocation unit is free and 1 if it is occupied.

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The size of bitmap table depends on size of allocation unit. The smaller is the allocation unit the larger will be bitmap and larger is the allocation unit smaller will be the bitmap. Bitmap provides a simple way to keep a track of memory.

For example, system is decided to bring a k unit process into memory, Memory management unit searches the bitmap table to find k consecutive 0 bits in the map. This is a slow operation. Figure 3.5 (a) shows memory is divided into allocation units and figure 3.4 (b) shows bitmap of the memory.

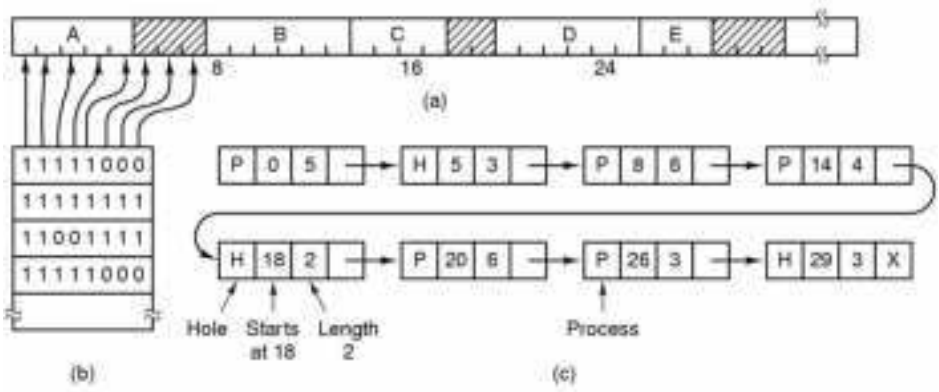

Fig 3.4: (a)Memory allocation units(b) Memory management with bitmap (c) Memory management with linked list.

Memory management with linked list

Second technique keeps track of memory with help of linked list. Linked list of allocated and free memory space is maintained, where space may contain process or is free. Figure 3.4 (c) shows memory management with linked list. Each linked list node specifies a hole (H) or process (P), starting address, the length and pointer to the next node. The list is sorted by address because when process is terminated or swapped out, updating the list is easy. After termination of process linked list size (number of nodes) may decrease whereas when new process occupies the memory size (number of nodes) may increase.

Figure 3.5 shows the updated list.

a) Process X terminates.

b, c) Two entries are merged together into one and list becomes one entry shorter.

d) Three entries are merged and two items are removed from list

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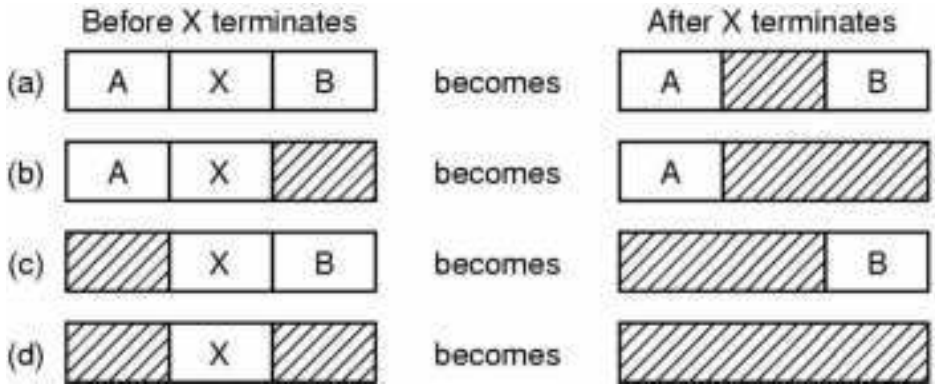

Fig3.5: Four neighbor combinations for the terminating process X.

Following memory management algorithms are used to allocate memory for new or swapped out process.

- **First fit**

  In this technique operating system scans inked list or bitmap table to find hole which is big enough to hold incoming process. This is fast algorithm because it occupies first available hole.

- **Next fit**

  This technique is like first fit except that it keeps the track of previous search. Next time it is called to find hole, it starts searching list from the place where it left last time instead of searching the memory from the beginning.

- **Best fit**

  It searches entire list or bitmap table and finds the smallest hole that is adequate. This is slow process, results in useless tiny holes, so wastage of memory.

- **Worst fit**

  It searches entire list or bitmap and finds the largest hole. Idea is to allocate largest hole. This is slow process and the results in large holes which are useful.

3.5 CONTIGUOUS ALLOCATION AND NON-CONTIGUOUS ALLOCATION

Memory is a large array of bytes, where each byte has its own address. The memory allocation can be contiguous memory allocation or non-contiguous memory allocation. The contiguous memory allocation assigns the consecutive blocks of memory to a process. The noncontiguous memory allocation assigns the separate memory blocks at the different location in memory space.

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Contiguous memory allocation

In contiguous memory allocation, when a process requests for the memory, a single contiguous section of memory blocks is assigned to the process according to its requirement.

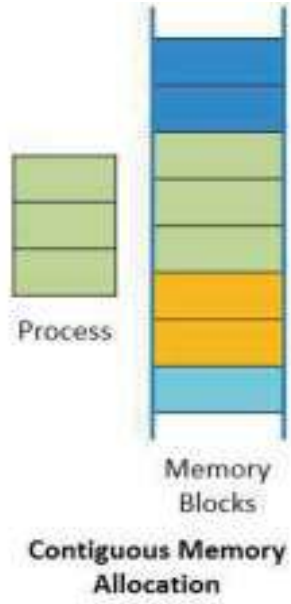

Fig 3.6: In the above figure process has assigned continuous three pages in memory.

Non-Contiguous Memory Allocation:

In Non-contiguous memory allocation process is loaded at different locations irrespective of addresses. The noncontiguous memory allocation reduces the memory wastage caused due to internal and external fragmentation. Memory management with Paging and segmentations are coming under this category.

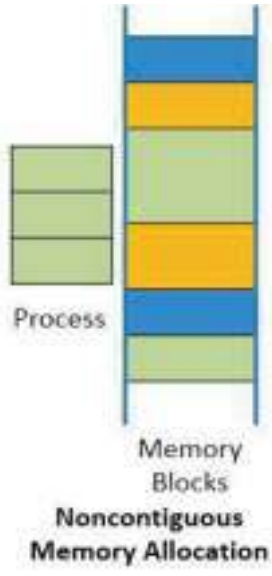

Fig 3.7: In the above figure process has assigned pages at different locations in memory.

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NOTES

Contiguous memory allocation	Non Contiguous memory allocation
Allocates consecutive blocks of memory to a process	Allocates separate blocks of memory to a process.
It does not have the overhead of address translation while execution of a process.	It has overhead of address translation while execution of a process.
In contiguous memory allocation a process executes faster.	In noncontiguous memory allocation a process executes slowly
The memory space is divided into fixed-sized partition and each partition is allocated to a single process only. A table is maintained by the operating system that maintains the list of available and occupied partition in the memory space	The process is divided into several blocks and placed indifferent parts of the memory according to the availability of memory space. A table is maintained for each process which carries the base addresses of each block that has been acquired by a process in memory

3.6 VIRTUAL MEMORY

Virtual memory concept was devised in 1961. It means if the size of program exceeds the size of memory, operating system keeps that part of the program currently in use, in main memory and the rest on disk. It can be used in multiprogramming environments effectively to achieve more degree of multiprogramming.

Paging

Virtual memory uses a technique called paging, which is based on virtual addressing. Program generated addresses are called virtual addresses and forms virtual address space. Memory Management Unit maps virtual address into physical memory address.

- Virtual address space is divided into pages and physical memory is divided into page frames. Pages and page frames are exactly the same size as shown in figure 3.8.

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- Page table maps virtual pages into physical memory page frames.
- If the related page frame exist in the memory physical address is found and no page fault.
- If related page frame does not exist in memory, page fault occurs. That means the related page exist on disk. In case of page fault operating system loads required page into physical memory by swapping and mapping process and updates the page table.

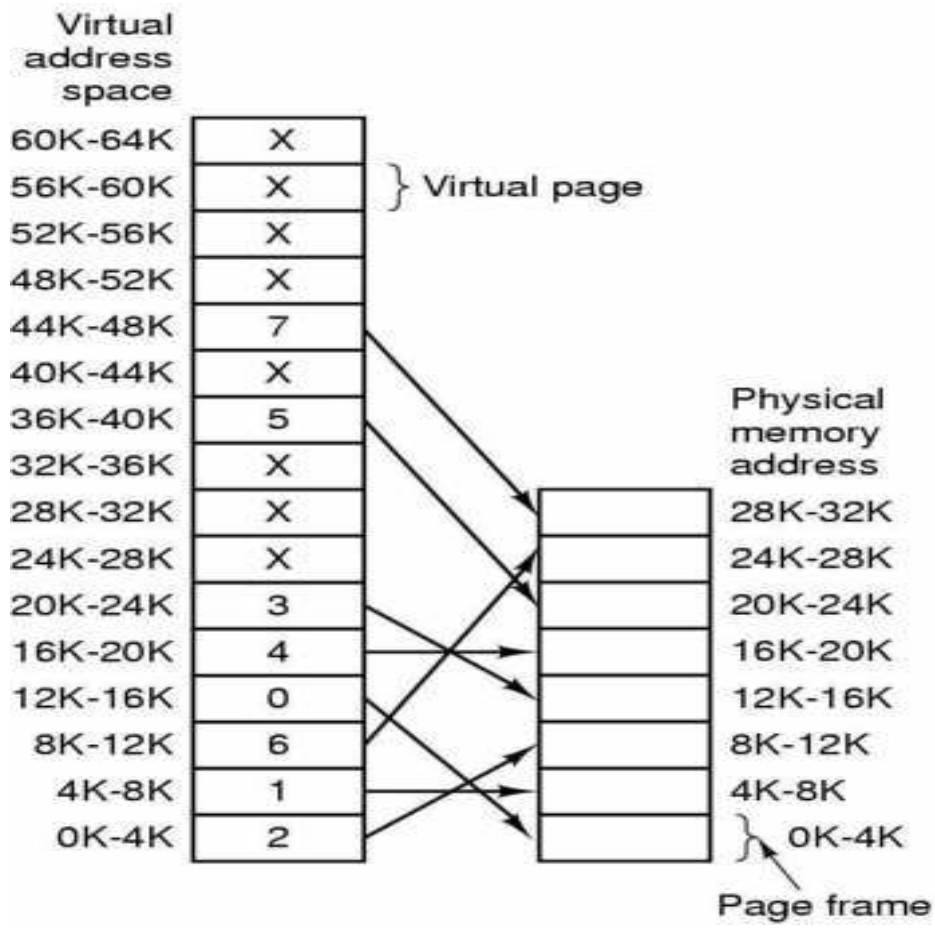

Fig 3.8: The relation between virtual addresses and physical memory addresses

Page Table

Main aim of page table is to map virtual address into physical memory address.

- The virtual address is divided into two parts, virtual page number (higher order bits) and a offset (low order bits).
- Virtual page number is acts as an index into page table to find entry for virtual page.
- Next to index in page table page frame number exists. The page frame number replace the virtual page number and offset is attached to lower

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NOTES

order end of page frame number to form physical memory address to load in coming page into memory.

- Mathematically talking page table is a function, with virtual page number as argument and physical frame number as result.
- If memory size is large and page size is small, page table contains lacks of entries results in wastage of memory to store large page table. As page table is large lot of time required to map logical address into physical memory address.

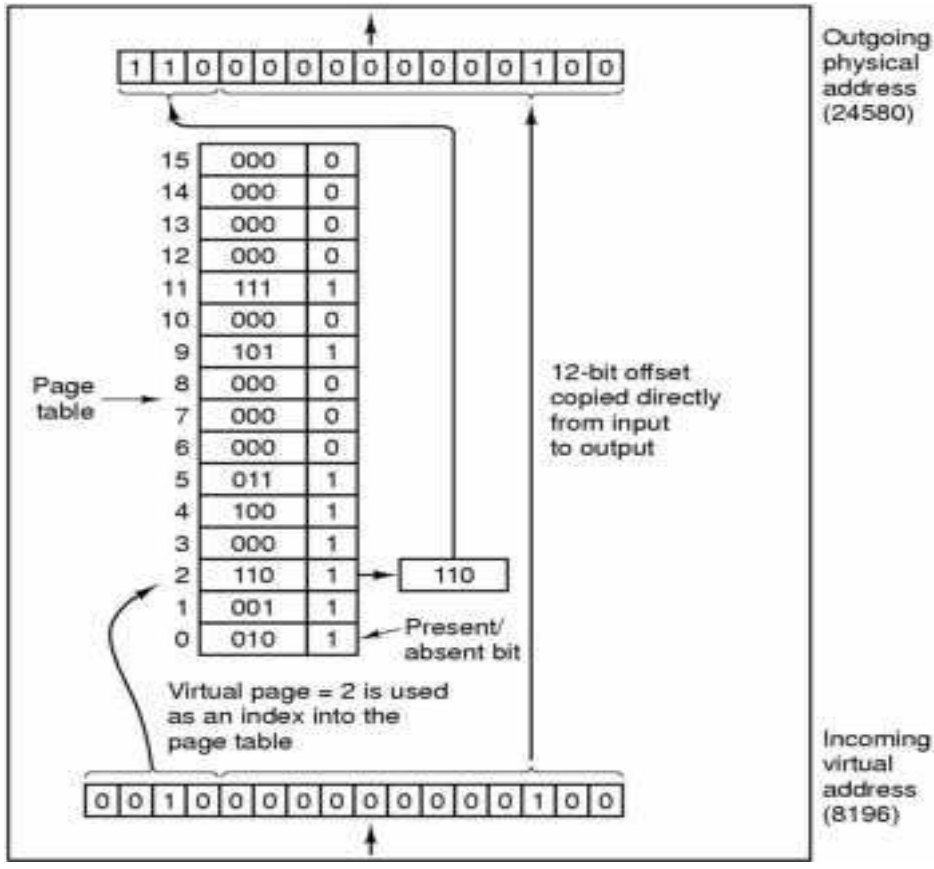

Fig 3.9: conversion virtual addresses to physical addresses with mapping table

As shown in the above figure 3.9 virtual address 8196is converted to physical address 24580. The virtual memory having 16 virtual pages with 4 k size each and 16 bits addressing. Only 4 bits are required to address 16 virtual pages. So first 4 high order bits acts as page number and 12 lower order bits will be offset. So 0010 means 2 which is index in page table, corresponding page frame number is 110 which will be replace with page number to from physical address. Here 0010 is replaced with 110 and offset is attached as it is to from 15 bits physical address. Here virtual page number 2nd is loaded into 5th physical page frame.

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NOTES

Advantages and disadvantages of paging system

- Easy to implement.
- Swapping is very easy due to same size virtual pages and page frames.
- Page table needs large memory to store page table, not good for system with small memory.

Demand Paging

A demand paging system uses the swapping technique. In this technique processes reside in secondary memory are loaded in the memory only on demand, not in advance. Due to demand paging pages which are currently required by the processes will be in main memory. This will help to increase the degree of multitasking and pages which are not required by currently executing process will be von secondary storage device.

3.7 PAGE REPLACEMENT ALGORITHMS

When a page fault occurs, the operating system chooses the page to be swapped out of memory to create room for incoming process. Following are the page replacement algorithms each with its merits and demerits.

1. Optical page replacement algorithm
2. Not recently used page replacement algorithm
3. First in First Out page replacement algorithm
4. Second chance page replacement algorithm
5. Clock page replacement algorithm
6. Least recently used page replacement algorithm
7. Simulation of LRU in software

Optimal page replacement algorithm

- This algorithm is easy to describe but difficult to implement.
- It is based on the knowledge of the future usage of a page.
- Page with higher number is removed.
- For example, first page is not used for 10 thousand instructions and second is not used for 7 thousand instruction. First page is removed when page fault occurs.
- This algorithm is used to compare its performance with other algorithms.

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NOTES

Not recently used page replacement algorithm

In this operating system keeps the track of each page. This algorithm uses the two bits related with each page ie. M for modified and R for referenced in page table entry. This M and R bits are used to design this algorithm. Initially both bits are 0. On each page fault operating system checks M and R bits of all the pages and divide these pages into four categories. Operating system first removes the pages from class 0, then from 1 and so on. This algorithm is easy to implement.

- Class 0: not referenced, not modified
- Class 1:not referenced , modified
- Class 2:referenced, not modified
- Class 3:referenced, modified

First in First Out page replacement algorithm

Operating system maintains a list of all pages currently loaded in memory. Page at head of the list is oldest page and page at the tail is recently arrived page. On each page fault page at the head is removed. In this algorithm new page is added at the end of the list. Major problem with this algorithm is to remove the page which is heavily used that came early.

Second chance page replacement algorithm

This algorithm is enhancement of FIFO. After each page fault this algorithm checks the R bit of the oldest page which is at the head, if it is 0, the page is replaced if it is 1, the bit cleared and the page is put at the end of the list. Likewise, second chance is given to the page which is referenced in the past instead of throwing it out. This algorithm moves the pages around the list which is time consuming. Operation of this algorithm is shown in figure 3.10.

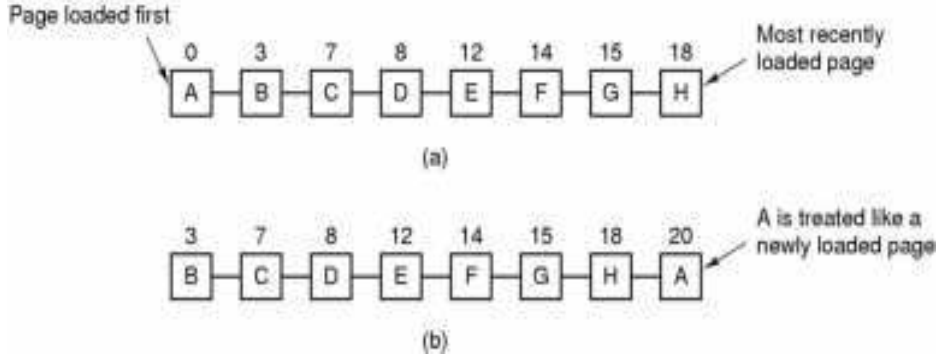

Fig3.10 : (a) Pages stored in FIFO order. (b) Page A is moved at the end of list due to its R bit value.

Clock page replacement algorithm

In this algorithm operating system maintain a circular list in the form of clock. Hand points the oldest page. After each page fault the page which is

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pointed by hand is checked. If its R bit is 0, the page is removed from the memory and new page loaded at its place and hand is moved one position ahead. If R is 1, it is cleared and pointer is moved to the next page. Operation of clock page replacement algorithm is shown below in the figure 3.11.

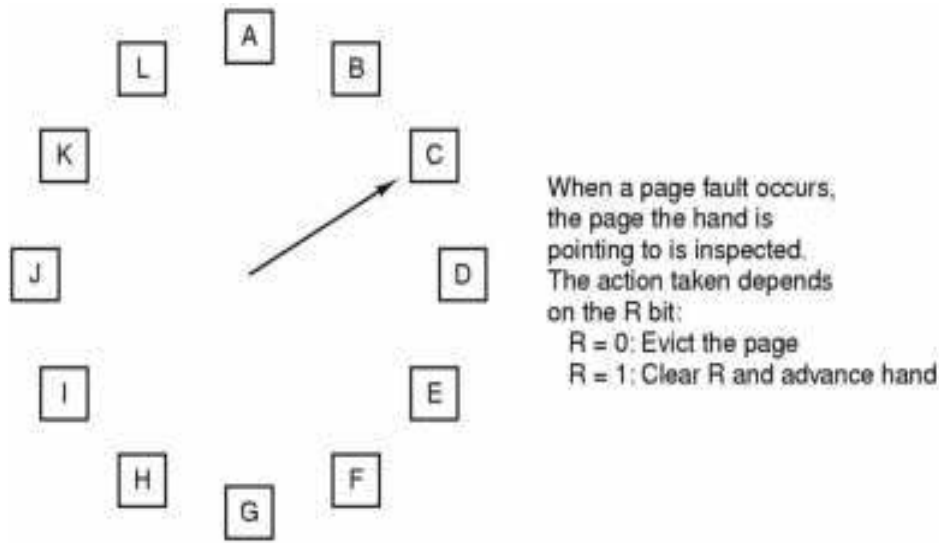

Fig 3.11: The clock page replacement algorithm

Least Recently Used (LRU) page replacement algorithm

In this algorithm, remove the page which is not used from longest time when page fault occurs. This is called least recently used. This can be implemented in various ways.

- In first technique operating system maintains linked list of pages with most recently used page at front and least recently page at rear. Linked list must be updated after each reference to page.
- In second technique64 bit hardware counter is used. This counter stores number of times that page is referenced. After each memory reference R bit value of each page is inspected, if it is 1, counter associated with that page is incremented by one and R bit is cleared to 0. After each page fault operating system finds counter with lowest value. Page with lowest counter is removed from memory to create room for new incoming page.
- Third way uses matrix of size n*n bits initially all zero to implement this algorithm. When page frame k is referenced, first OS set all bits of row k to 1 and then all bits of column k are set to zeros. At any time, row with the lowest binary value is the LRU page. Working of this algorithm is shown below in the figure 3.12 for four page frame.

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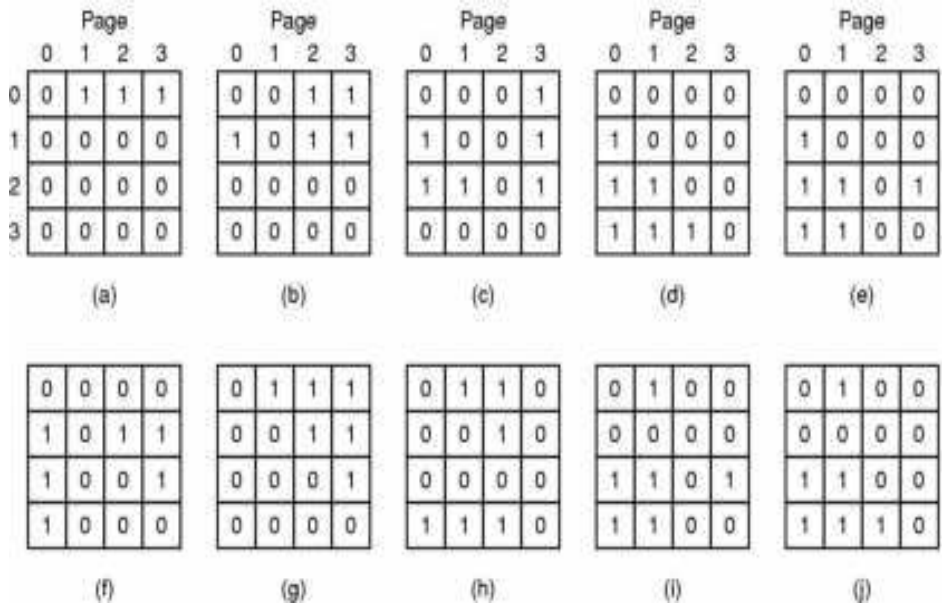

Fig 3.12: LRU using matrix when pages are referenced in the order 0 1 2 3 2 1 0 3 2 3

In the above figure 3.12, in the matrix j binary value of page frame 0 is 4, page frame 1 is 0, page frame 2 is 12 and page frame 3 is 13. As row 1 ie page frame 1 contains lowest binary value so page 1 is LRU page and will be replaced.

Simulating LRU in software or NFU (Not frequently used)

Above solution is implemented using software counter instead of hardware counter is called Not Frequently used page replacement algorithm.

- In this algorithm each page has its own software counter initialized to zero. After each clock tick operating system scans all the pages in memory to examine R bit value of each page. R bit value is added to left of the counter and counter moves one bit to the right. When page fault occurs, page with the lowest counter is removed.
- This algorithm does not forget the number of counts means if the page is heavily used in the past but recently not at all, still it is not thrown out of the memory.

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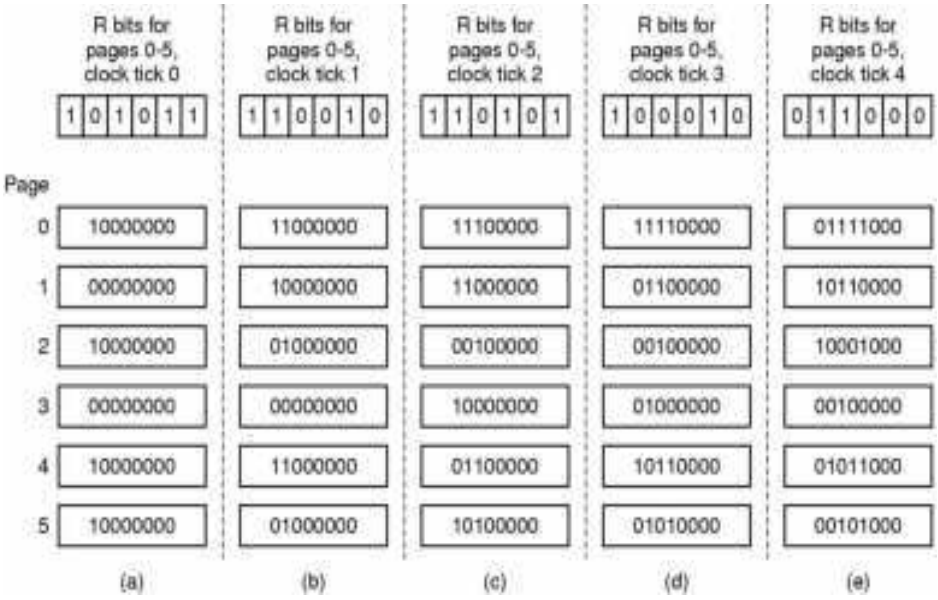

Fig 3.13: LRU in software

Above figure 3.13 shows 6 pages (0 to 5)each with its own counter, operating system adds R bit value to left side of the counter and counter moves one bit right for each page frame. When page fault occurs page with lowest binary value is replaced.

3.8 DESIGN ISSUES FOR PAGING SYSTEM

In this section, we will study some of the design issues considered by operating system designers.

Working Set Model

- Pages are loaded in the memory when these are required by operating system, not in advance. This is called demand paging. The set of pages that a process is currently using is called its working set.
- If complete working set is loaded in memory in advance, process will run without causing many page faults. If memory is too small to accommodate working set results in many page faults.
- When system makes sure that working set is in memory before the process run. This is called working set model. Loading the pages in memory before the process run is called prepaging.
- After each page fault, working set page replacement algorithms examines weather the page needed is part of the working set of the current process or not.

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NOTES

Local Vs Global policies

Look at Figure 3.14 (a) below. In this figure, three processes, A, B, and C are loaded in memory. Consider process A received page fault, if operating system consider only 6 pages which are assigned to process A to create room for incoming page, policy is known as local policy. we get the situation of Fig. 3-14(b).

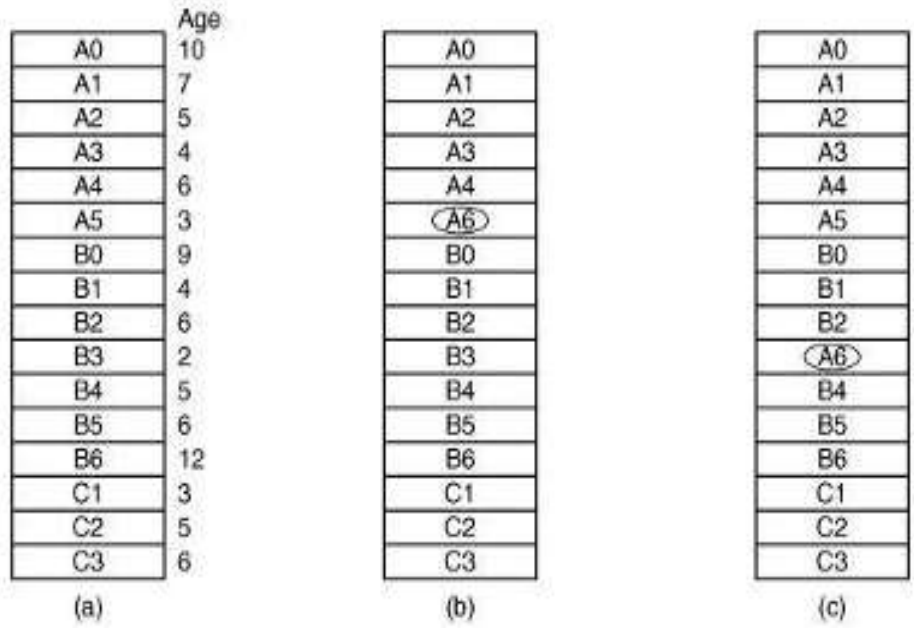

Fig 3.14:. Local versus global page replacement. (a) Original configuration. (b) Local page replacement. (c) Global page replacement.

Consider process A received page fault, in this strategy operating system considers all pages occupied by processes A, B and C to create room for new incoming process, policy is known as global. Figure 3.14 (c) shows global policy.

Global algorithm is better as compared to local policy. If a local algorithm is used and the working set grows many page fault will occur and If the working set shrinks, local algorithms waste memory.

Page Size

Consider the system with a small page size, program will need many pages results in large page table. System with large page size less number of pages are required, hence small page table.

3.9 SEGMENTATION

Paging system provides large linear address space but the problem is with growing tables, one table may bump into another as shown below in the figure 3.15. For example, source table contains printed listing, symbol table contains names and attributes of variables, constant table contains integer and floating-

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point constants, parse tree contains the syntactic analysis of program and stack used for procedure calls within compiler. All first four tables grow dynamically and if free space is not available they bump to other.

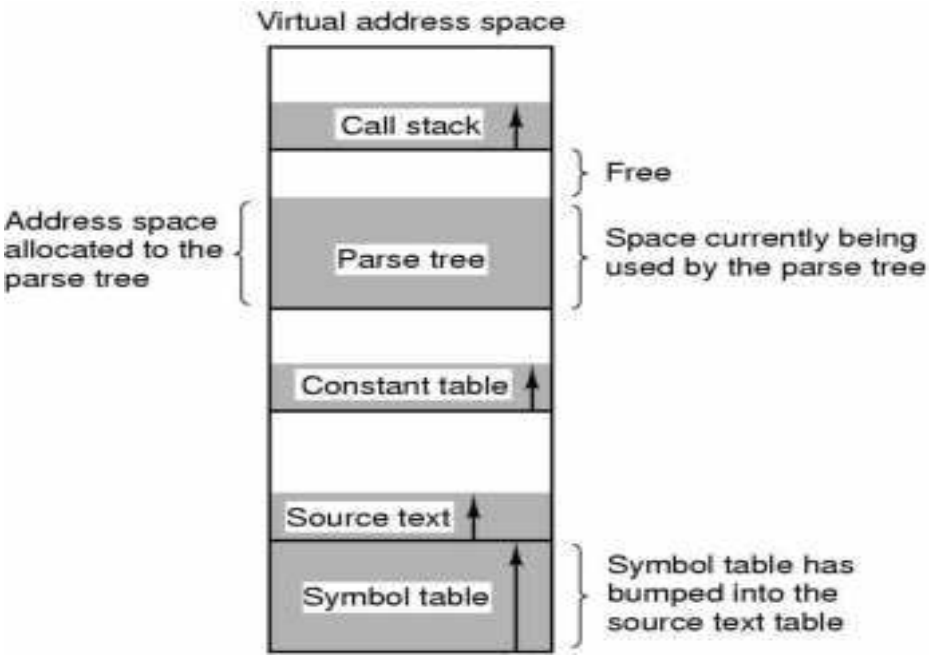

Fig 3.15: Address space with growing tables, one table may bump into another.

Segmentation is a solution to the above-mentioned problem. Segmentation provides many completely independent address spaces with variable sizes that can grow or shrinks independently without affecting other segments. Different segments are shown in figure 3.16. Each segment address starts from 0 to some maximum size. Segment address has two parts, segment number and an address with in segment.

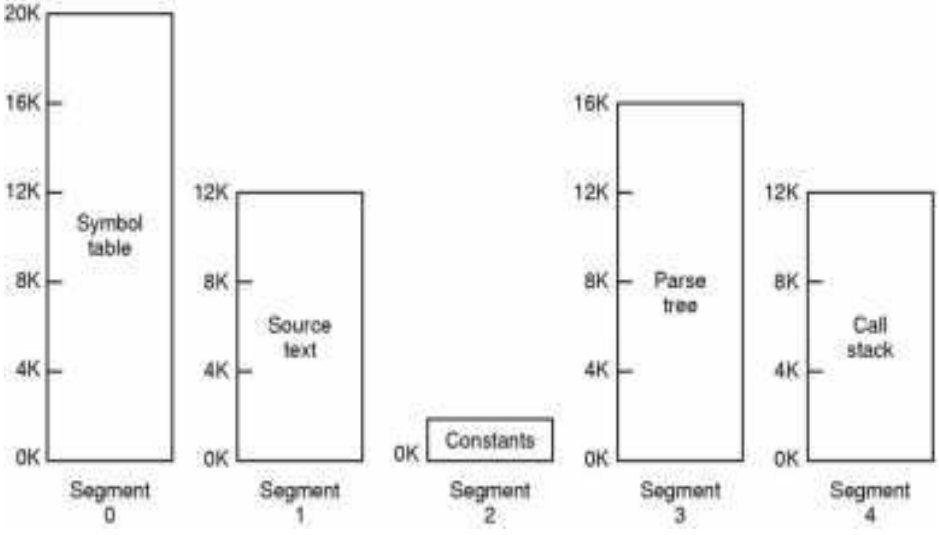

Fig 3.16: A segmented memory with number of segments of varied size.

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NOTES

Advantages of segmentation

- Simplifies growing or shrinking of data.
- As each segment address starts with 0, a call to procedure in segment n uses two part address (n,0), it means starting address is always 0.
- Sharing data among different procedures becomes easier with segmentation.
- Every segment has different kind of protection.

The problem with segmentation is external fragmentation that can be managed by compaction. Implementation of segmentation is shown in the following figure 3.17 (a) shows memory with five segments. Figure 3.17 (b) shows segment 1 is swapped out and segment 7 is loaded in its place. Between segment 2 and segment 7 hole is created due to external fragmentation. Figure 3.17 (c)segment 4 is replaced with segment 5 again hole is created, figure3.17 (d) segment 3 is replaced by segment 6, again hole is created. Figure 3.17 (e)by using compaction all the holes are moved at onside of the memory and all the processes at other side. But this is resource and time consuming.

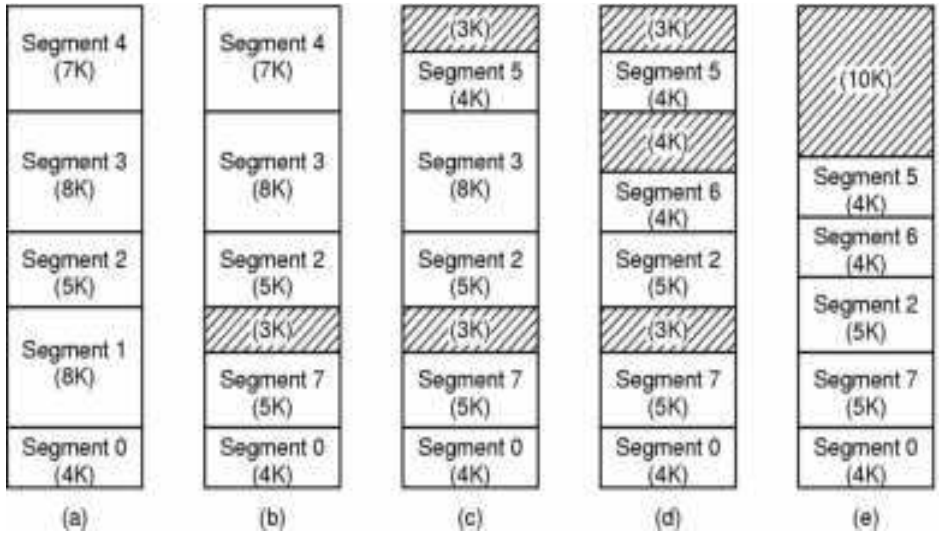

Fig 3.17: External fragmentation and compaction

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NOTES

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EXERCISE

I. Questions:

- What do you mean by page- faults? When does a page- fault occur? Describe the action taken by OS when a page fault occurs.
- Differentiate between Paging and Segmentation.
- What is a page table? Define the structure of a page table.
- Explain the memory management with bit map and linked list. Give the advantages of it.
- Discuss the concept of segmentation with paging.
- What is a page table? Explain the process of conversion of virtual addresses into physical address with help of example.
- Explain the basic memory management without swapping and paging.
- Describe various design issues with paging system.
- Consider the following page reference string.

  0,3,2,1,3,0,3,2,1,4,3

  Find out page to be replaced at the end with LRU with Matrix.
- Main memory consist of OS at head, below it 30 k hole then some part of memory in use, below it 11 k hole then some part of memory in use, below 22 k hole then some part of memory in use, below 33 k hole. A request from 18 k process received to accommodate memory. Draw basic structure and implement following algorithms on it.

  a) Best Fit b) First fit c) Worst Fit

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II. Write short notes

- Overlays
- Swapping
- Segmentation
- Second chance page replacement algorithm
- Clock page replacement algorithm
- LRU in software
- Compaction
- Demand paging
- Working set model

*****

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NOTES

UNIT - IV
INTERPROCESS COMMUNICATION AND SYNCHRONIZATION

After going through this unit, you should be able to

- Understand the importance of inter-process communication and synchronization.
- Understand use of semaphores and monitors in inter-process and synchronization.
- Solve classical problems in concurrent programming.

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4.1 INTRODUCTION

4.2 NEED FOR INTERPROCESS COMMUNICATION AND SYNCHRONIZATION

4.3 MUTUAL EXCLUSION

4.4 SEMAPHORE

4.5 QUEUING IMPLEMENTATION OF SEMAPHORE

4.6 PRODUCER CONSUMER PROBLEM

4.7 CRITICAL AND CONDITIONAL CRITICAL REGION

4.8 DEADLOCK

4.9 CONDITIONS FOR OCCURRENCE OF DEADLOCK

4.10 REUSABLE AND CONSUMABLE RESOURCES:

4.11 DEADLOCK PREVENTION

4.12 DEADLOCK AVOIDANCE

4.13 RESOURCE REQUEST AND RESOURCE RELEASE

4.14 DEADLOCK DETECTION AND RECOVERY

OVERVIEW OF THE CHAPTER

This chapter focuses on the fundamental of inter-process communication and synchronization. It includes the basics of critical section, mutual exclusion, semaphore, monitors, messages etc. This chapter also covers the producer consumer problem as classical problem in concurrent programming.

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KEYWORDS

inter-process communication, Synchronization, Mutual exclusion, Semaphore, Mutex, Monitor, Messages, Critical section, Critical region, Conditional critical region.

4.1 INTRODUCTION

inter-process communication allows processes to communicate with each other. The processes can be running on standalone computer or on different computers connected through the network. In the inter-process communication and synchronization one process may control execution of another process and allows many processes to share the same data.

Modern operating systems allows concurrent execution of processes. This concurrent execution of processes needs inter-process communication and synchronization among processes and sharing of resources.

Generally processes interact with each other in three different ways.

- inter-process synchronization: Set of protocols and mechanism used to preserve system integrity when concurrent processes share reusable resources.
- inter-process signaling: This is exchange of timing signals between concurrently running processes for their collective progress.
- inter-process communication: Cooperating processes must communicate with each other for data exchange, reporting progress and accumulating collective results.

4.2 NEED FOR INTERPROCESS COMMUNICATION AND SYNCHRONIZATION

There are the various types of interaction among processes

1. **Competing processes:** Processes compete with each other for system resources like processor or any other resources in the system.

   Co-operating processes: Processes may exchange data and signals for collective progress.

2. **Co-operation by sharing:** Example: Sharing of an IO buffer.
3. **Co-operation by communication: Example:** typically no data sharing, but co-ordination through synchronization becomes essential in certain applications.

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Computer system consists of two types of resources, serially reusable resources and sharable resources. Shared variables are accessed by processes for number of purposes. Unrestricted updating of these shared variables leads to inconsistencies. Access to shared resources by multiple processes at a time results in deadlock.

Race condition

In operating systems, cooperating processes share common address space for number of purposes, that each process can read and write. When two or more processes are accessing common address space for reading and writing and the final result depends on who runs precisely, are called race conditions. Concurrently executing processes needs to synchronize their operations and decide processing order to avoid race condition on shared data.

4.3 MUTUAL EXCLUSION

Understand the following definitions related to mutual exclusion.

Critical Resource: Shared resources are used with constraints on it.

Critical Section: It is code that allows the user to access a critical resource with clearly marked starting and end. A critical section is a part of a program which allows exclusive access to shared data. Only one process is allowed in a critical section at a time. No other process enters critical section unless process which is in critical section completes its task and come out of critical section.

Mutual Exclusion: Process currently executing critical section is only allowed to access shared variables and other processes are prohibited doing so until completion of critical section.

This is referred as mutual exclusion.

Any system that uses concept of mutual exclusion should meet following requirements:

1. No assumption about relative speeds of the processes.
2. Process is allowed in Critical Section for a finite time only.
3. Only one process is in its Critical Section at a time.
4. Process wants to enter critical section should not wait indefinitely.
5. A process requesting its Critical Section is not allowed to block a process which is in critical section or any other processes.

A process that wish to enter critical section makes sure that no conflict arises with any other process. Following algorithms provides the solution to mutual exclusion.

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The first algorithm

Consider the system with two processes that share the common resource accessed with in critical section.

```
Program/ module Mutex1
Type
Who=(process 1, process 2);
Var
Turn=who;

Process p1
Begin
While true do
Begin
While turn = process 2 do{ keeptesting}
Critical section;
Turn=proc ;
Other p1 processing
End {while}
End {p1}

Process p2
Begin
While true do
Begin
While turn = process 1 do{ keep testing}
Critical section;
Turn=process 1 ;
Other p2 processing
End {while}
End  {p2}

Parent process
Begin {mutex1}
Turn=…..;
```


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```
Initiate p1,p2;
End {mutex1}
```

In this algorithm we are using variable turn. This algorithm allows only one process in its critical section at a time. Other processes want to enter critical section is kept waiting until earlier process completes its task in critical section and update the variable turn.

There are four major drawbacks

1. When one process is in its critical section, other processes consume system resources doing busy waiting.
2. Compulsory turn taking takes place here. P1, P2, P1, P2, P1……..
3. Interdependence on other processes to enter critical because P1 sets turn for P2 and P2 sets turn for P1.
4. If any processes crashes outside the critical section, crashed processes is unable to set the turn for other process results in deadlock.

The Second Algorithm:

This algorithm overcomes the limitations of first algorithm. This algorithm uses two flags: PIUSING and P2USING. Every process updates its own flag to indicate its current activity.

```
Program/ module Mutex2
Var
P1 using, P2 using : Boolean;

Process p1
Begin
While true do
Begin
While P2using do{ keep testing}
P1using=true;
Critical section;
P1using=False;
Other p1 processing
End {while}
End  {p1}
```


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```
Process p2
Begin
While true do
Begin
While P1using do{ keep testing}
P2using=true;
Critical section;
P2using=False;
Other p2 processing
End {while}
End  {p2}

Parent process
Begin {mutex2}
P1using=false;
P2using=False;
Initiate p1,p2;
End {mutex2}
```

When process P1 wants to enter its critical section, it first checks the flag P2USING. If flag is set indicating other process P2 is in critical section, process P1 does busy waiting until it is reset to indicate availability of the shared resource. Then process P1 sets its own flag P1USING to inform all other processes that its entering critical section. This algorithm has one problem, if both processes are outside the critical section and both flags are indicating resource is free. If both processes enter their critical section at the same time, resource will not be allocated any of this process and system will enter in problem.

The Third Algorithm

This algorithm overcomes problem of second algorithm. In this algorithm process wishes to enter critical section sets its own flag first and then tests flag of another process. For example process P1 first sets P1USING flag and then test P2USING flag to determine what to do next.

```
Program/ module Mutex3
Var
P1 using, P2 using : Boolean;
```


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NOTES

Process p1

```
Begin
While true do
Begin
P1using=true;
While P2using do{ keep testing}
Critical section;
P1using=False;
Other p1 processing
End {while}
End  {p1}
```

Process p2

```
Begin
While true do
Begin
P2using=true;
While P1using do{ keep testing}
Critical section;
P2using=False;
Other p2 processing
End {while}
End  {p2}
```

Parent process

```
Begin {mutex3}
P1using=false;
P2using=False;
Initiate p1,p2;
End {mutex3}
```


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NOTES

4.4 SEMAPHORE

Dijkstra proposed this mechanism to solve mutual exclusion problem among number of processes is called semaphore. A semaphore variable who takes only binary values is called binary semaphore. This semaphore variable takes only two values 0 (busy) and 1(free). A semaphore variable takes any integer value is called general semaphore. A semaphore S uses two standard operations: wait and signal.

Wait(s):Decrements value of semaphore variable s.

Signal(s): Increments value of semaphore variable s.

The definition of the wait and signal operation are:

wait(S): while S ≤ 0 do keep testing ;

S := S – 1;

signal(S): S := S + 1;

In the program given below, a binary semaphore MUTEX is used to protect the shared resources.

```
Program/Module smutex;
Var mutex : semaphore; (binary)
Process 1;
Begin
  while true do
   begin
    wait(mutex)
    critical section;
    signal(mutex);
    other_p1_processing
   end {while}
End {p1}

Process 2
Begin
  while true do
```


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```
  begin
   wait(mutex)
   critical section;
   signal(mutex);
   other_p2_processing
  end {while}
End {p2}
```

Process 3

```
Begin
 while true do
  begin
   wait(mutex)
   critical section;
   signal(mutex);
   other_p3_processing
  end {while}
End {p3}
```

parent process

```
Begin {smutex}
mutex :=1 {free}
Initiate p1,p2,p3,
End (smutex)
```

A possible scenario at the run time behavior of the three processes introduced in above program shown in thetable given below.

Time	Process status			Mutex variable value 1:free 0:busy	Processes in critical section: attempting to enter
	P1	P2	P3		
M1	-	-	-	1	-:-
M2	Wait(mutex)	Wait(mutex)	Wait(mutex)	0	-:P1,P2,P3

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M3	critical section	waiting	waiting	0	P1:p2,p3
M4	Signal(mutex)	waiting	waiting	1	-:p2,p3
M5	Other-p1-processing	Critical section	waiting	0	P2:p3
M6	Wait(mutex)	Critical section	waiting	0	P2:p3,p1
M7	waiting	Signal(mutex)	waiting	1	-:p3p1
M8	critical section	Other p2 processing	waiting	0	P1:p3

Characteristics of Semaphore

- It is simple but powerful mechanism for mutual exclusion.
- It is known as Mutex lock.
- Modification in one process need not requires changes in other process.
- Semaphore may be provided into programming language as a language construct.
- Request to enter in critical section must be granted in finite time to avoid indefinite postponement or live lock.

4.5 QUEUING IMPLEMENTATION OF SEMAPHORE

This is advancement of basic semaphore. Busy wait implementation of semaphore has two drawbacks:

1. Indefinite postponement
2. Low efficiency due to consumption of processor cycles by blocked processes.

Queuing implementation of semaphore overcomes both the above-mentioned problems. Queuing implementation of semaphore uses same operations WAIT and SIGNAL.

Wait(s): if not (S>0) then suspend the caller at s

else S=S-1;

Signal(s): if queue at s not empty {at least one process waiting} then resume a process from queue at S.

else S=S+1;

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A queue of process control blocks is associated with semaphore variable. When shared resource is allocated to other process, in this mechanism the affected processes are suspended. Suspended process does not consume CPU cycles, so it is better than busy waiting.

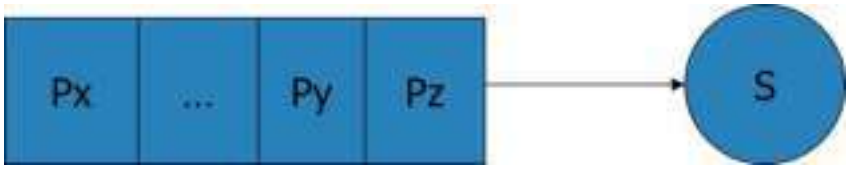

Fig 4.1: Queuing implementation of semaphore.

When process completes work with shared resource, it resumes the suspended process at the appropriate time one by one. This will continue till queue at semaphore gets empty. If no process in the queue at related semaphore then value of Semaphore variable incremented by 1 to declare shared variable is free.

4.6 PRODUCER CONSUMER PROBLEM

- This problem is also known as bounded-buffer problem.
- This is a classical example of a multi-process synchronization problem.
- The problem uses two processes, the producer and the consumer, shares a common fixed-size buffer.
- The producer's produces a piece of data and put it into the buffer and start again.
- The consumer is consuming the data one piece at a time.
- The problem is to make sure that the producer won't try to add data into the buffer if it's full and that the consumer won't try to remove data from an empty buffer.

Now we will try to provide the solution to the above problem using semaphore. Here two general semaphores are used ie MAYPRODUCE and MAYCONSUME. These variables control execution of producer and consumer processes. Two binary variables PMUTEX and CMUTEX protect buffer. As a result this solution supports multiple concurrent producers and consumers.

Program/Module BB_producer_consumer;

Const

Capacity=….;

Type

Item….;

NOTES

```
Var
Buffer: array [1…capacity] of item;
Mayproduce, mayconsume: semaphore: {general}
Pmutex, cmutex:semaphore; {binary}
In, out: (1…capacity);;

Process  producer X;
Var pitem:item
Begin
  while true do
   begin
    wait(mayproduce);
pitem:=produce;
wait(pmutex);
buffer [in]:=pitem;
in:=(in mod capacity) +1;
signal (pmutex);
signal (mayconsume);
other X processing
   end {while}
End {producerx}

Process  consumer Z;
Var citem:item
Begin
  while true do
   begin
    wait(mayconsume);
wait (cmutex);
citem := buffer [out];
out:=(out mod capacity) + 1;
signal (cmutex);
 signal (mayconsume);
```


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```
consume (citem);
other Z processing
  end {while}
End {consumerZ}

parent process
Begin {BB_producer_consumer}
In:=1;
Out:=1;
signal (Pmutex);
signal (cmutex);
{mayconsume :=0;}
For i:=1 to capacity do signal (mayproduce);
Initiate producer, consumer
End (BB_producer_consumer)
```

4.6 CRITICAL REGION AND CONDITIONAL CRITICAL REGION

Critical region

In the semaphore mechanism there is no way to alert the compiler that a specific data structure is shared and its access needs to be controlled. To overcome this problem Brinch Hansen proposed construct called critical region.

A critical region protects shared data structure by making it known to the compile. The declaration of shared variable has following formats.

Var mutex: shared T;

The keyword shared informs the compiler that the variable mutex of user defined type T, is shared among several processes. Process access a shared variable by means of the region construct as follows.

Region mutex do

Here the statements following do is executed as critical section. Compiler when generates the code for region it will insert the pair of WAIT and SINGLE operation around the critical section.

NOTES

Conditional critical region

Conditional critical region is like a critical region only new keyword await is added. It is shown in the following sequence of code.

```
Var  V: shared T;
Begin
…..
Region v do
Begin
…..
Await condition;
…..
End;
```

In this process waiting for condition to be satisfied within a critical region are suspended and conditional critical region allows another process into critical section. Process waiting to satisfy condition do not refuse other processes to enter into critical section and use shared resource or shared variable. When the condition is fulfilled, the suspended process is resumed.

4.8 DEADLOCK

In a computer system, various resources are allocated among a number of competing and cooperating processes. These resources belong to various categories which may be either physical or logical. Physical resources include Printers, CPU etc. Logical resources include Files, Semaphores etc. Each resource type may have single instance or multiple instances.

Each process requests a resource first and release the resource after using it. Process request cannot exceed the total number of resources available in the computer system.

In a normal way, a process may use a resource only in the following sequence:

- **Request:** Process request the required resource first, if resource is not available and allocated to any other process, then the requesting process must wait until resource gets free.
- **Use:** The requesting process can use the resource.
- **Release:** After use process must release the resource to make it available to other process.

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The operating system makes sure that process can complete its execution within finite time by allocating requested resources. A system maintains log indicating weather resource is free or allocated, if allocated, to which process. If requested resource is currently allocated to another process, it can be added to a queue of processes waiting for this resource. Processes compete with each other for resources. If process requests the resources, are not available at that time, process enters a waiting state.

A deadlock is a situation of the system where a number of processes are blocked as a result of each process holds some of resources needed for its completion and waiting other resources held by other processes, none of processes releases their allocated resources for other processes and no process proceeds towards completion.

Let us understand the deadlock situation with the help of examples.

Example: Consider two processes, process 1and process 2. Process 1 currently has resource A (tape drive) and process 2 has resource B (printer). Now, process 1 needs resource B (printer) to proceed and process 2 needs resource A (tape drive) to proceed. Both resources have single instance available in the system. Both the processes are waiting for resource held by other process and no process releases its resource for other process and no process is able to complete its execution. This situation is termed as deadlock. A deadlock is common in multitasking and client/server environments.

4.9 CONDITIONS FOR OCCURRENCE OF DEADLOCK

There are four necessary conditions for occurrence of deadlock. Coffman suggested these conditions in 1971.

1. **Mutual Exclusion Condition**

   Resource is allocated to only one process at a time. If another process requests the resource, the requesting process must wait until the resource has been released by allocated process.

2. **Hold and Wait Condition**

   In this, processes are holding some resources required to complete its execution and waiting for requested resources hold by another process. No process releases its resources for other process, each process waits for resources from other process and no process is able to execute. This condition is known as hold and wait.

3. **No-Preemptive Condition**

   Resources allocated to a process cannot be preempted. Resources cannot be taken away forcefully from the processes. After completion

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of execution, resources will be released voluntarily by the process holding it.

4. **Circular Wait Condition**

The processes form a circular chain where each process in the chain is waiting for a resource held by the next process in the chain. For example, process P0 is waiting for a resource held by process P1, process P1 is waiting for a resource held by process P2 and so on.

4.10 REUSABLE AND CONSUMABLE RESOURCES

Commonly processes need three types of resources.

- Sharable resources
- Reusable resources
- Consumable resources

Sharable resources

This type of resources can be shared among number of processes at a time. Memory is an example of a sharable resource. In multitasking environment memory hold number of processes at a time to increase the degree of multitasking.

Reusable resource

This type of resource is used by number of processes serially but by one process at a time. These resources can betaken away by other processes on the basis of scheduling algorithms. CPU is example of serially reusable device.

Consumable Resources

These are logical entities, like messages are produced and consumed by active processes. A main reason for deadlock is consumable resources. For example, processes may wait for signal or message from other process that will never arrive.

METHOD FOR HANDLING DEADLOCK

There are three possible strategies to deal with deadlocks. They are:

- Deadlock Prevention
- Deadlock Avoidance
- Deadlock Detection and Recovery

Let's study each strategy one by one with their merit and demerits.

4.11 DEADLOCK PREVENTION

NOTES

Basic idea of deadlock prevention is to deny at least one of the four conditions necessary for deadlock.

1. **Mutual Exclusion Condition**

   System will not allow multiple processes to hold serially reusable resources at a time. These resources are allocated to each process one by one as per scheduling criteria.

2. **Hold and Wait Condition**

   There are two ways to avoid this condition.

   - The first method is to allocate all the resources requested by process at the beginning. In this approach resource utilization remains less because all the resources allocated at the beginning are not required at a time same time, some are required at beginning and some are required at the end.
   - The second method is to take out all the resources allocated to the process forcefully when requested resources are not available. Here if process release its resources that will be available to other process waiting for it.

3. **No-Preemptive Condition**

   To ensure that this condition never occurs the resources must be preempted.

   The following ways can be used.

   - If a process is holding some resource and request another resource that cannot be immediately available, then all the resources currently held by the requesting process are preempted.
   - When a process request resources, operating system checks availability of these resources. If resources are available, system will assign them to requesting process else operating system check whether these resources are with other waiting process. If so operating system take out these resources forcibly and allocate to the requesting process.

4 **Circular Wait Condition**

   This can be denied by imposing a total ordering on all of the resource types and each process must request the resources in increasing order. With this rule, the resource allocation graph can never have a cycle.

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For example, printer is number 1 resource and plotter is number 2 resource, process must request the printer first and then plotter.

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4.12 DEADLOCK AVOIDANCE

This mechanism requires additional information about the way how resources are to be requested and resources are released. Depending on knowledge of the complete sequences of requests and releases, operating system will decide where accept the request or deny. A deadlock avoidance algorithm dynamically checks the resources allocation state and make sure that a circular wait condition never exists.

Safe State

- A state is a safe state when there exists at least one sequence in which all the process will execute without resulting in a deadlock. If operating system uses unsafe sequence to run processes then system may enter into unsafe condition results in deadlock.
- A system is in safe state if there exists a safe sequence.
- A sequence of processes <P1,P2,……..Pn> is a safe state if Pi can request resources that can be satisfied by the currently available resources.
- If the resources that Pi requests are not currently available then Pi must wait. Here other process is allowed to executes whose need will be satisfied with currently available resources. The request is granted only if the allocation leaves the system in safe state.

Unsafe State

If the system did not follow the safe sequence to allocate resources to the processes from the beginning, system may enter into deadlock situation. This is known as an unsafe state. Following figure 5.1 shows the safe and unsafe condition.

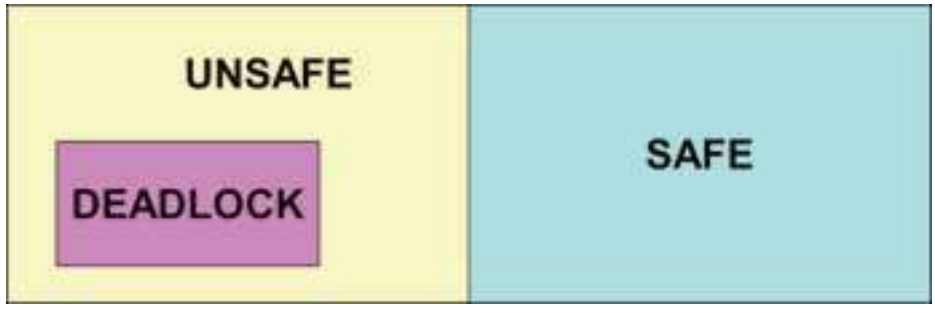

Figure 5.1: Safe and unsafe condition

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Resource Allocation Graph Algorithm

The resource allocation graph is used to find weather system in safe state or not. Resource allocation graph is useful when there is only single instant of each resource type. If each resource type has single instance and allocation graph contains the cycle, indicates there is deadlock.

Resource allocation graph shows two types of nodes, the process nodes and resource nodes.

- Circle represent the process node
- Rectangle represents resource node

For more than one instances of resource type is shown as dot in the rectangle. For example, if there are four printers, rectangle contains four small squares.

Process | Resource with four Instances | ProcessPi request resource | Resource allocated to process

Figure5.2:Symbols used in resource allocation graphs

The edges represent resource allocation and release. If the edge is directed from resource to process node, means the process has acquired the resource. If the edge is directed from process node to resource node, means the process has requested the resource.

The following are the rules to predict the presence of deadlock.

- If no cycle exists in the resource allocation graph, there is no deadlock.
- If there is a cycle in the graph and each resource has only one instance, then there is a deadlock.
- If there is a cycle in the graph, and each resource has more than one instance, there may or may not be a deadlock.

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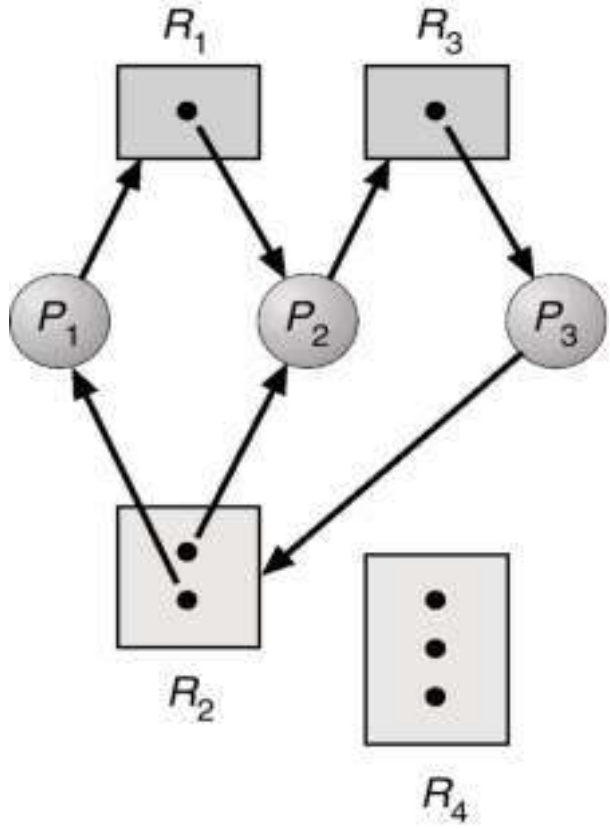

Fig 5.3: Resource allocation graph.

Banker's Algorithm

This algorithm is used in the system with multiple instances of each resource types. The working of bankers algorithm is described below.

When a process is created, process declares the maximum number of resources that it needs. This need cannot exceed the total number of resources available in the system. The operating system decides whether the allocation of these resources to the process will leave the system in a safe state or not. If it is, resources are allocated to the requesting process else process should wait until enough number of resources are available.

Consider n be the total number of processes in the system and m be the number of resources types. We need the following data structures.

Available:- A vector of length m indicates the number of available resources. If

Available[i]=k, then k instances of resource type Rj is available.

Max:- An n*m matrix defines the maximum demand of each process if Max[i,j]=k, then

Pi may request at most k instances of resource type Rj.

Allocation:- An n*m matrix defines the number of resources of each type

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currently allocated to each process. If Allocation[i,j]=k, then Pi is currently uses k instances of resource type Rj.

Need:- An n*m matrix indicates the remaining resources need of each process. If

Need[i,j]=k, then Pi may need k more instances of resource type Rj to compute its task.

So Need[i,j]=Max[i,j]-Allocation[i]

Safety Algorithm

This algorithm is used to find out whether or not a system is in safe state or not.

Step 1. Let work and finish be two vectors of length M and N respectively.

Initialize work = available and

Finish[i]=false for i=1,2,3,…….n

Step 2. Find i such that both

Finish[i]=false

Need i<= work

If no such i exist then go to step 4

Step 3. Work = work + Allocation

Finish[i]=true

Go to step 2

Step 4. If finish[i]=true for all i, then the system is in safe state.

This algorithm may require an order of m*n*n operation to decide whether a state is safe.

4.13 RESOURCE REQUEST AND RESOURCE RELEAS

Let Request(i) be the request vector of process Pi. If Request(i)[j]=k, then process Pi wants K instances of the resource type Rj. When a request for resources is made by process Pi the following actions are taken.

If Request(i) <= Need(i) go to step 2 otherwise raise an error condition since the process has exceeded its maximum claim.

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If Request(i) <= Available go to step 3 otherwise Pi must wait. Since the resources are not available.

If the system wants to allocate the requested resources to process Pi then modify the state as follows.

Available = Available – Request(i)

Allocation(i) = Allocation(i) + Request(i)

Need(i) = Need(i) – Request(i)

If the resulting resource allocation state is safe, resources are allocated to pi. If the new state is unsafe then Pi must wait for Request(i) and old resource allocation state is restored.

When the process completes its execution, allocated resources are released by the process and available data structure is updated. If any request is pending for that resource will be completed.

Consider the following example with 5 processes, 3 resource types A with 10 instances, B with 5 instances and C with 7 instances. Snapshot of system at T0 is given below. find out the safe sequence to execute the all processes.

Snapshot at time T0:

	Allocation	Max	Available
	A B C	A B C	A B C
P_0	0 1 0	7 5 3	3 3 2
P_1	2 0 0	3 2 2	
P_2	3 0 2	9 0 2	
P_3	2 1 1	2 2 2	
P_4	0 0 2	4 3 3	

The content of the matrix Need is defined to be Max – Allocation.

	Need
	A B C
P_0	7 4 3
P_1	1 2 2
P_2	6 0 0
P_3	0 1 1
P_4	4 3 1

The system is in a safe state since the sequence <P_1, P_3, P_4, P_2, P_0> satisfies safety criteria.

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4.14 DEADLOCK DETECTION AND RECOVERY

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If a system does not able to prevent the deadlock or avoid it then deadlock situation may occur. In this environment the system may provide:

- An algorithm that checks the state of the system and finds whether a deadlock has occurred or not.
- An algorithm to recover the system from the deadlock.

Single Instances of each Resource Type

If all the resources have only a single instance then we can use a wait for graph. This graph is obtained by removing the nodes of type resources and removing appropriate edges.

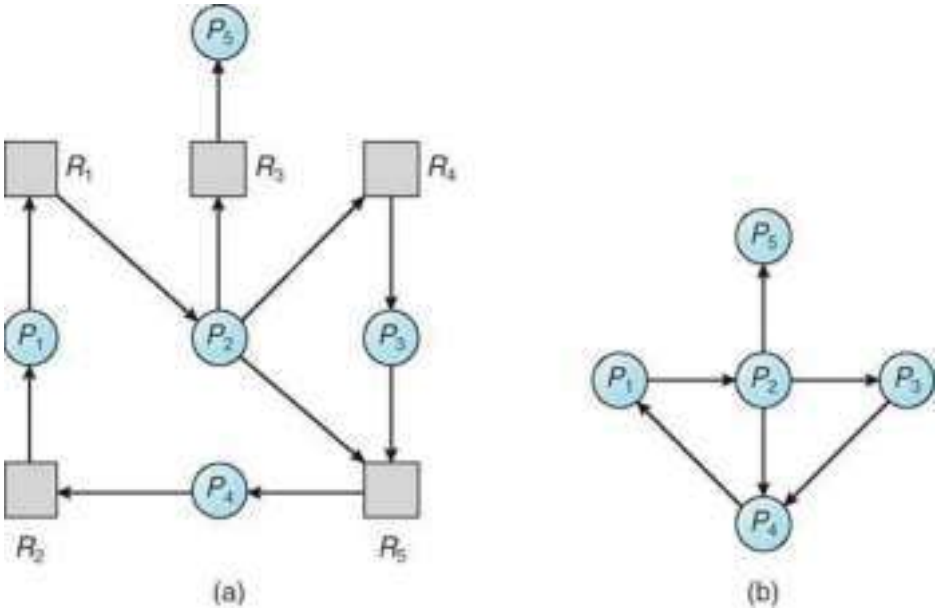

Fig 5.4: (a) Resource Allocation graph. (b) Wait for graph

An edge from Pi to Pj in wait for graph implies that Pi is waiting for Pj to release a resource that Pi needs. An edge from Pi to Pj exists in wait for graph corresponding resource allocation graph contains the edges Pi to Rq and Rq to Pj. Figure 5.4 (a) shows resource allocation graph and figure 5.4 (b) shows the wait for graph. Deadlock exists within the system if there is a cycle.

Recovery from Deadlock

When a deadlock exits in the system then following options are available.

- When deadlock occurs, operator manually deals with deadlock.
- Operator may kills one or more process forcefully to break the circular wait.
- Take away some resource from any of deadlocked process.

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Process Termination

- Kill all deadlocked processes forcefully to recover system from deadlock.
- Kill one process at a time until the deadlock cycle is eliminated. This method may incur less overhead because killing one process at time take out the system from deadlocked condition instead of aborting all the processes.
- Aborting a process may lead system in unsafe condition. For example, if the process was in the midst of updating a file, terminating it will leave that file in an incorrect state.

Resource Preemption

- To eliminate deadlocks using resource preemption, operating system takes away some of the resources from processes and allocate these resources to other processes until the deadlock cycle is broken.
- Another option is to take resource away temporarily from process currently using itand allocate it to the requesting process.

There are some difficulties in this method.

1. Selecting a victim: Identifying process for abortion is difficult task. In process termination, we must determine the order of preemption to minimize cost.
2. Rollback: If we preempt a resource from a process, what should be done with that process?

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EXERCISE

Questions

- What is deadlock? What are the four necessary conditions for a deadlock to occur?
- What are semaphores? Give the characteristics of it.
- What are semaphores? Explain solution to producer-consumer problem using semaphores
- What is Critical Section problem? Give the solution to it.
- What are the conditions to be satisfied for critical section problem?
- Explain the producer consumer problem in detail.
- What are monitors? Give the format of monitor with example.
- Discuss important issues in message implementation.
- Explain the interprocess communication and synchronization using messages.
-
- What is resource allocation graph? Explain with example.
- Explain banker's algorithm in detail.
- Explain various strategies to deal with deadlocks. How deadlocks are detected and recovered?
- Explain two deadlock avoidance algorithms.
- Explain how we can prevent deadlock.

Write short notes

- Consumable resources
- Mutual Exclusion
- Conditional critical region
- Messages
- Asynchronous message exchange
- Monitors
- Critical region
- Reusable resources
- Resource allocation and release
- Recovery from deadlock
- Safety algorithm

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UNIT - V
FILE SYSTEMS

CHAPTER OBJECTIVES

After going through this unit, you will be able to:

- Understand the structure and functions of file systems.
- Describe the files access methods, file system security.
- Understand file system performance issues.

CONTENTS

5.1 INTRODUCTION

5.2 FILE

5.3 DIRECTORIES

5.4 IMPLEMENTATION OF FILES AND DIRECTORIES

5.5 FILES SYSTEM RELIABILITY

5.6 FILE SYSTEM PERFORMANCE

5.7 SECURITY

5.8 USER AUTHENTICATION

5.9 PROTECTION DOMAIN

OVERVIEW OF THE CHAPTER

This chapter focuses on the fundamental of file system. It includes the types of files, file attributes, file access methods, directories, implementation of file system, free space management and file system security.

KEYWORDS

Files, Directories, I-node, Bitmap, Disk space management, Security, user authentication, Access control list, Protection domains, capabilities, security attacks.

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5.1 INTRODUCTION

The file management is a main function of an operating system. It provides mechanism to store and access data at any time by the users of computer system. The file system consists of two parts:

- Files stores user data.
- A directory structure, which organizes and provides information about the files.

Here, we will study various aspects of file system.

5.2 FILE

A file is a named collection of data that is stored on secondary storage of computer system such as hard disk. This data is stored permanently as secondary storage devices are nonvolatile. In general, a file contains sequence of bits, bytes, lines or records. File system provides the following major advantages.

1. Provides a way to store large amount of data.
2. The data is survived for long time.
3. Multiple users can access the data simultaneously.
4. Files may store numeric, alphabetic, alphanumeric, graphic etc. data.

File Naming

When an operating system creates a file, it provides file name. The file naming rules are varying from system to system. Operating system permits digits as well as special characters in the file names. Many file systems support names up to 255 characters.

UNIX file system distinguish between upper- and lower-case letters so ram, Ram and RAM are three different file names. In DOS, all these names refer to the same file. Many operating systems support two-part file names, separated by a dot, as in prog.c. The part following the dot is called the file extension. For example, MS-DOS operating system allows file names up to 8 characters and file extension up to 3characters.

Examples

1. file.c :C program file
2. file.jpg : picture file
3. file.pdf :Portable Document Format file

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File Structure

A File Structure should be in specific format permitted by an operating system.

- A file has structure according to its type.
- A text file contains line of characters.
- A source file contains procedures and functions.
- Unix operating system, MS-DOS support less number of file structure.

Basically, three types of files

1. Byte sequence
2. Record sequence
3. Tree

In byte sequence structure contains sequence of bytes. UNIX operating system as well as windows 98 uses this structure.

In record sequence file structure, a file is a sequence of fixed length records, each with its internal structure.

In tree structure file structure, a file consists of a tree of records, of same or different length, each contains a key field.

File types

An operating system supports several types of files.

Regular files

These are the files that contain user data. These may store text, databases or executable program. The user can perform any operation on files like add, modify, delete etc. Regular files are ASCII files or binary files.

ASCII files

ASCII files consist of lines of text.

Binary Files

The binary file is just a sequence of bytes. It has five sections: header, text, data, relocation bits, and symbol table. The header contains magic number, this indicates file as an executable file. Next part is text and data of file. The symbol table is useful for debugging.

Directory files

These are system files which stores the name of file and other attributes of file. This defines the structure of file system.

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Special files

These files are also known as device files. These files represent physical device like disks. These files are of two types:

- Character special files: Data is handled character by character.
- Block special files: Data is handled in blocks like in disk.

File Access Mechanisms

File access mechanism provides way to access files to read and write in it. There are three methods to access files:

- Sequential access
- Random access
- Indexed sequential access

Sequential access

In a sequential access records are accessed in sequence. It starts at beginning and ends at end of the file without skipping single character in between.

Random access

This method provides direct access. Operating system provides address of the memory location to read or write the data directly. For example, database systems where we have to access any record randomly on the basis of address.

Indexed sequential access

This is enhancement of sequential access. An index is created for each file which contains pointers to various blocks. Index is searched sequentially and its pointer is used to access the file directly.

File attributes

When operating system creates a file, it assigns file attributes to provide details about that file like name, date and time the file is created, size of the file etc. File attributes vary from system to system. Following are examples of file attributes.

1. **Protection :** Who can access the file.
2. **Password :** Password to access the file
3. **Creator :** who created the file
4. **Owner :** Current owner
5. **Record length:** Number of bytes in a record
6. **Creation time:** Date and time of file creation
7. **Time of last access:** Date and time the file was last accessed
8. **Time of last change:** Date and time the file has last changed

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File Operations

Files is created to store data and allow it to be retrieved later. Below are some of the common operations performed by operating system on file.

- **Create:** The purpose to create a file with some of the attributes.
- **Delete:** Main purpose is to delete file to free up disk space permanently, when the file is no longer needed.
- **Open:** The purpose is to load file in main memory for rapid access.
- **Close:** The file is closed to free up main memory space, when file is no longer needed in main memory.
- **Read:** This operation is essential to read the content of file may sequentially or randomly.
- **Write:** This operation is essential to write the content to the file.
- **Get attributes:** This operation provides all the attributes of the file assigned by operating system or user.
- **Set attributes:** User need to set or change some of file attributes after creating file. Rename, edit file, security are some of the examples of set attributes.

6.3 DIRECTORIES

To keep track of files, file systems uses directories or folders. A directory contains a number of entries, one per file. Typically, directory contains the file name, the file attributes, and the disk addresses where the data is stored. Basically operating system provides three types of directory structures.

1. Single level directory
2. Two level directory
3. Tree structured directories

1. Single level directory

This is simplest directory structure. All files are the part of the same directory. On early computers, this system was common, because there was only one user. It is not useful in multiuser environment now days. The figure 6.1 (a) shows the single level directory.

2. Two level directory

This type of directory structure provides separate directory for each user. In this directory structure, each user has his own user file

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directory. This approach is used in multiuser environment. The figure 6.1 (b) shows the two level directory.

3. **Tree structured directories**

In this approach user with many files is allowed to divide these files into smaller subgroups. This allows users to create their own subdirectories. This is very common directory structure. The tree has a root directory, and every file in the system has a unique path name. The figure 6.1 (c) shows tree structured directories.

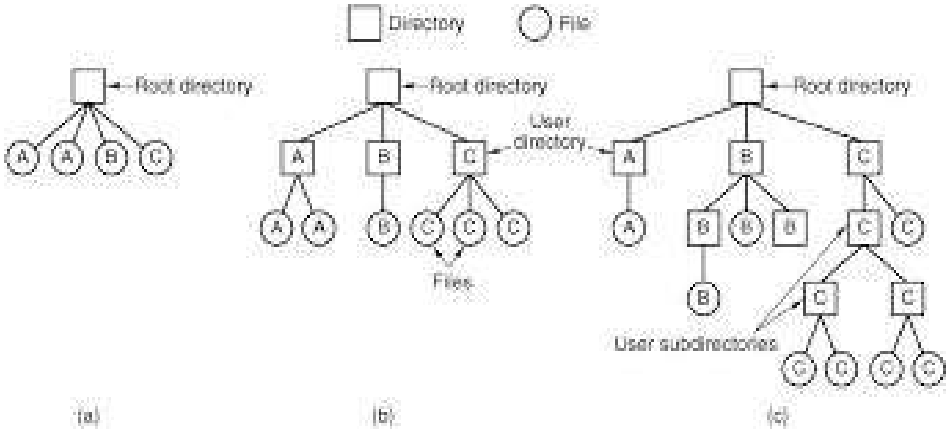

Fig 5.1: file system Design (a) Single level directory. (b) Two level directory (c) Tree structured directories

5.4 IMPLEMENTION OF FILES AND DIRECTORIES

File system implementation focuses on three important issues ie storage of files and directories, disk space management and file system efficiency. In this section we will discuss these issues.

Implementing files

In the file system implementation it is interesting to know which disk blocks will be allocated to which file. There are various methods used for allocation of files to disk blocks.

Continuous allocation

This method stores each file as a continuous run of the disk blocks. For example, disk with 3KB block size, 30 KB file would be allocating 10 continuous blocks on disk. This are two main advantages.

- In continuous allocation once address of first block is provided, system automatically finds next block address.
- Entire file can be read in single read operation.

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It is necessary to maintain list of holes and allocated blocks in his method. When file is created system must know the size of the file to select appropriate holes. Bitmap is the best way to keep the track of disk.

Linked list allocation

In this method files are stored in any available disk block randomly where first block points to the next block using linked list. This is slower as compared to continuous allocation. This method uses pointer. System take the pointer word from each disk block and keep it in the memory table. This table is called file allocation table. This table is required all the time in the memory, keeping this table in memory results in wastage of memory. Figure 6.2 shows linked list allocation.

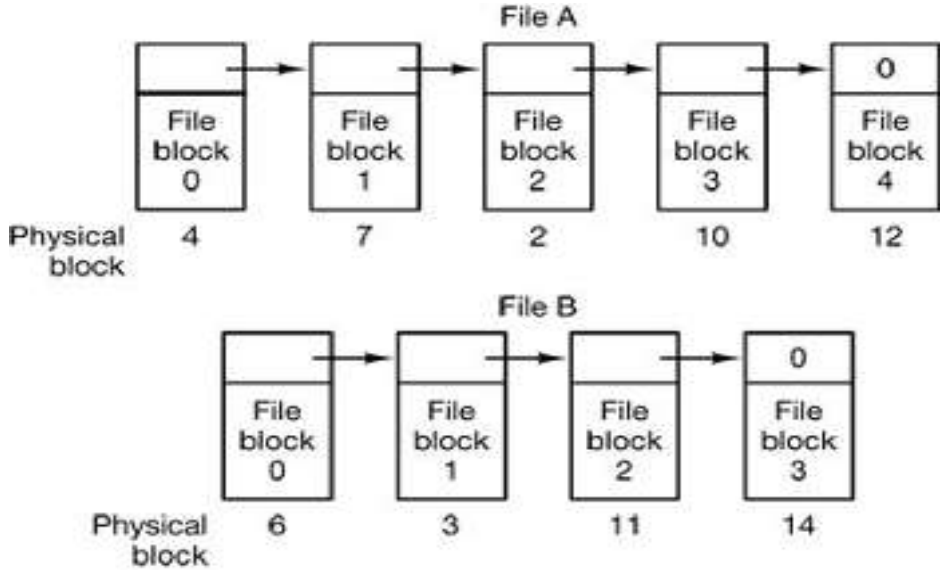

Fig 5.2: Linked list allocation of disk blocks

I node

This is last method to keep track of which blocks belong to which file. This method uses data structure, known as an i-node (index-node), which contains the attributes and disk addresses of the file blocks. Advantage of this method over linked list allocation is that i-node of the only open file is needed in the memory. Figure 6.3 shows i-node.

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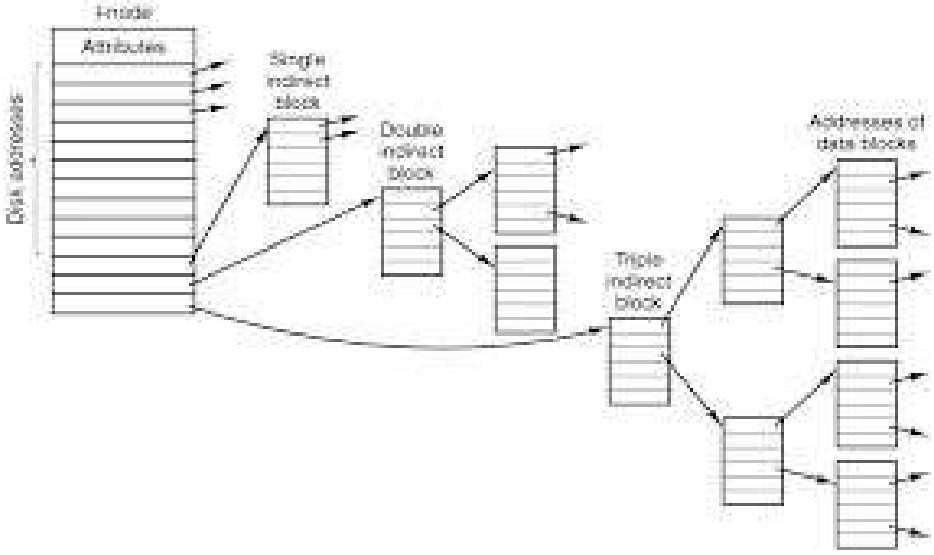

Fig 5.3: I-node with three levels of indirect blocks

Implementing Directories

To open a file, the operating system uses the path name to locate root directory first. After locating root directory operating system searches the directory tree to finds the desired directory entry. The directory entry contains the information needed to find the disk blocks. File may be stored in continuous blocks or randomly in any blocks.

An attribute of files is stored in directory entry. A directory system consists list of a fixed-size entries, one per file, containing a file names and other file attributes with one or more disk block addresses where the file is located on disk.

UNIX operating system uses i-nodes for storing file attributes. Take the example of a version 7 UNIX directory entry shown in figure 6.4. Each entry contains just a file name and its i-node number. All other information about the type, size, times, ownership, and disk blocks is contained in the i-node.

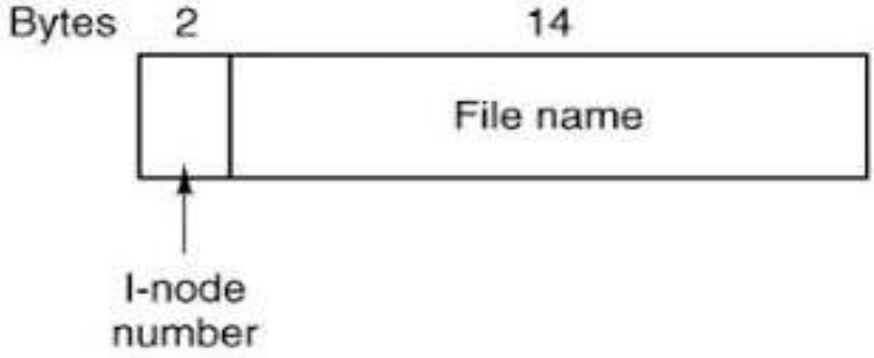

Fig 5.4: A version 7 UNIX directory entry

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5.5 FILE SYSTEM RELIABILITY

Destruction of file system is greatest disaster than destruction of computer. If computer is destroyed, it will replace it immediately with minimum cost. If computer file system corrupts due to any reason like hardware or software, restoring the data is very difficult and time consuming, in many cases it is impossible. Following steps to be taken to maintain file system reliability.

Backup

Backup is essential for the valuable data and must be taken periodically at least once in a day. Backup need to handle one of the two potential problems.

1. **Recover from disaster:** This helps in disk crash, fire, flood or another natural catastrophe.
2. **Recovery from Stupidity:** In this user accidentally delete or removes the files which are required later. The deleted file moved to recycle bin and restored easily later.

Taking backup needs time and requires large amount of space. Following are some of the way of taking backup.

1. **Entire file system backup:** In this method complete backup is taken every time. This is time consuming process and needs lot of space. It is not a good practice to backup files that have not changed since last backup.
2. **Incremental backup:** In this method complete backup is taken periodically may be once in month and take a daily backup of those files that have been modified from last full backup.

5.6 FILE SYSTEM PERFORMANCE

Access to disk is 40 times slower than access to memory. As a result of this, many file systems have been designed to improve performance. In this section we will cover some of them.

Caching

The most common technique uses the block cache or buffer cache. In this context, a cache is a collection of blocks that logically belong on the disk but are being kept in memory for performance reasons.

Cache algorithms can be used to manage the cache, when read request is received it first checks needed block is in the cache. If it is, the read request can

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be satisfied without accessing disk. If the block is not in the cache, it is first read into the cache, and then copied to wherever it is needed. Subsequent requests for the same block can be satisfied from the cache.

Operation of the cache is illustrated in figure 6.5. Since there are many blocks in the cache, some way is needed to determine quickly if a given block is present. The usual way is to hash the device and disk address and look up the result in a hash table. All the blocks with the same hash value are chained together on a linked list so the collision chain can be followed.

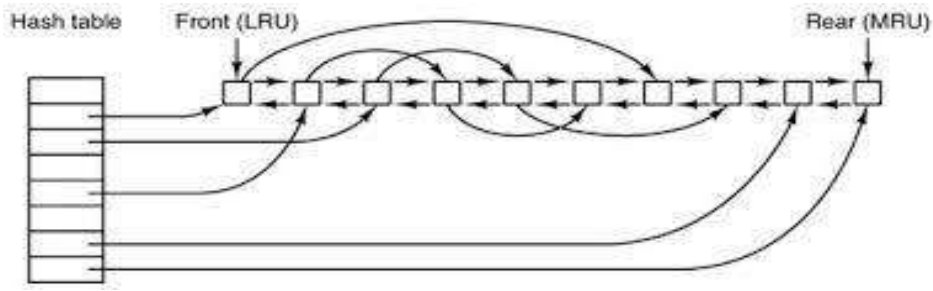

Fig 5.5: buffer cache data structures

Block Read Ahead

A second method to improve file system performance is to try to get blocks into the cache before they are needed to increase the hit rate. This is same like loading working set in the memory before process start executing.

Reducing disk arm motions

Another important technique is to reduce the disk arm motion by putting blocks that are likely to be accessed in sequence close to each other, preferably in the same cylinder.

5.7 SECURITY

File systems contains information and protection of this information from unauthorized access is a major concern of all file systems. In the following sections we will look at a variety of issues concerned with security and protection.

Threats

From a security perspective, computer systems have three general goals, with corresponding threats to them.

1. **Data confidentiality:**

   This means secret data remain secret. For example, if the owner of data authorizes access of data to person A not to others, the system

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should guarantee that data is available to person A only and not to others.

2. **Data integrity**

   This means that unauthorized user is not allowed to modify any data without the owner's permission.

3. **System availability**

   This means that nobody can disturb the system to make it unusable.

4. **Privacy**

   This means protecting individuals from misuse of information about them. This quickly gets into many legal and moral issues.

Intruders

There are two different types of Intruders. Passive intruders try to read files that they are not authorized to read. Active intruders make unauthorized changes in files.

Some common categories of intruders are given below.

- Casual attempt by nontechnical users
- Snooping by insiders.
- Purposefully playing with data to make money.
- Commercial or military espionage. Espionage means well-funded attempt by a competitor or others to steal programs, trade secrets, patentable ideas, circuit designs, business plans etc.

Malicious Programs

Malicious programs are also known as malware. A developer of malware may be any intruder with high technical skills. The difference between a intruder and malware is that the former is a person who tries to break a system to cause damage whereas the latter is a program written by such a person to release into the world.

- **Virus:** The most well-known malware is the virus. Basically, a virus is a piece of code that can reproduce itself by attaching a copy of itself to another program. It can modify, destroy or steal files.
- **Worm:** Worms spread by using networks to transmit copies of themselves to other computers. The effects of a worm are same as those of a virus.
- **Trojan horse:** The effects of a Trojan horse is silent. Trojan horses are voluntarily downloaded by users.

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- **Logic bomb:** This is a piece of code written by one of programmers and secretly inserted into the operating system. As long as the programmer feeds it its daily password, it does nothing. However, if the programmer removed from the premises, the next day the logic bomb does not get its password, so it goes off.
- **Spyware:** This is usually obtained by visiting a Web site. Spyware may be nothing more than a cookie. Cookies are small files exchanged between web browsers and web servers. They have a legitimate purpose.

Accidental Data loss

The data can be lost by accident. Some of the common causes of accidental data loss are:

- Acts of God: Fires, floods, earthquakes etc. causes the data loss.
- Hardware or software errors: CPU malfunctions, unreadable disks or tapes, communication errors, program bugs etc.
- Human errors: Wrong disk mounted, wrong program run, incorrect data entry etc.

5.8 USER AUTHENTICATION

The identification of users when they log in is called user authentication. Operating system uses many methods that are based on identifying something the user knows, something the user has, or something the user is.

Password

This is most widely used form of authentication. The login program asks the user to type his user name and password. The login program then reads the password file and checks entered username and password stored in encrypted file, If the password matches the login is permitted, otherwise it is denied.

Passwords need to be changed regularly, to limit the damage if a password gets leaks. The most recent approach is to use one-time password. This password is issued by service provider with validity of some minutes. It is most secure way to use passwords.

Physical Identification

This is completely different approach uses plastic card with a magnetic stripe on it to authenticate the user. The card is put into the terminal, which checks whose card it is. This method also combined with a password, so a user can only log in if he has the card and knows the password.

Another way is to measure physical characteristics that are hard to forge. For example, a fingerprint reader in the terminal can verify the user's identity.

Next technique is signature analysis. The user signs with a special pen connected to the terminal and compare it to a known specimen stored.

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5.9 PROTECTION DOMAIN

It is necessary to have a way to prohibit processes from accessing objects that they are not authorized to access. Different protection mechanisms, are associated with the concept of a domain. A domain is a set of object and rights. Each pair specifies an object and operations that can be performed on it. A right means permission to perform one or more operations. Domain corresponds to a single user, telling what the user can do and not do.

Figure 6.6 shows three domains, showing the objects in each domain and the rights [Read, Write, execute] available on each object. Note that Printer1 is in two domains at the same time.

At every instant of time, each process runs in some protection domain. It means there is some collection of objects it can access, and for each object it has some set of rights. Processes can also switch from domain to domain during execution. The rules for domain switching are system dependent.

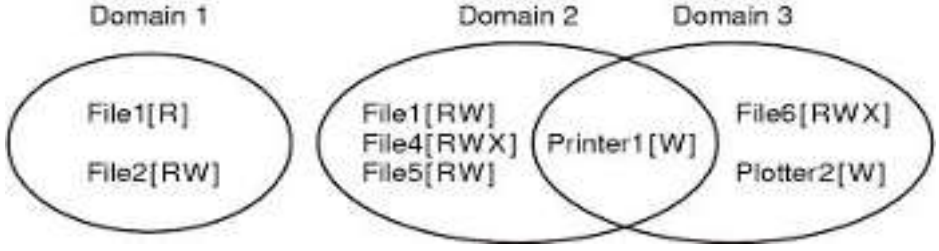

Fig 5.6: Three Protection domains

Access control list

The first technique consists of associating with each object an (ordered) list containing all the domains that may access the object, and how. This list is called the Access Control List or ACL and is illustrated in figure6.7. Here we see three processes, each belonging to a different domain. A, B, and C, and three files F1, F2, and F3. For simplicity, we will assume that each domain corresponds to exactly one user, in this case, users A, B, and C. Often in the security literature, the users are called subjects or principals, to contrast them with the things owned, the objects, such as files.

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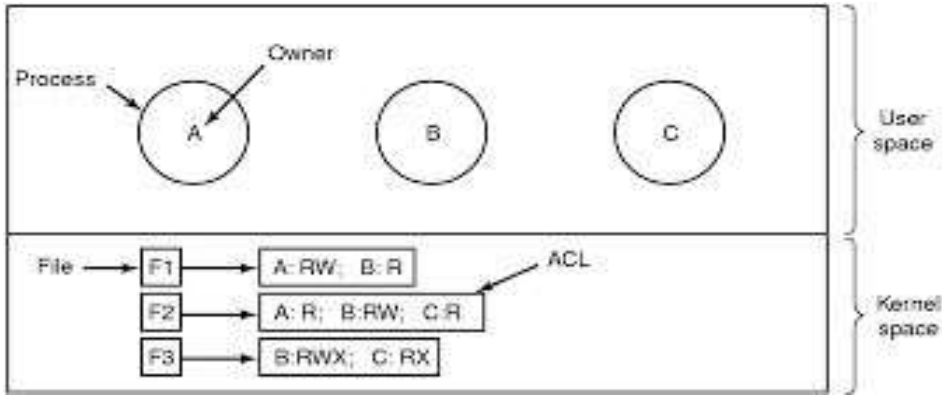

Fig 5.7 :Access control list to manage file access

Each file has an Access control list associated with it. File F1 has two entries in its Access control list. The first entry shows that any process owned by user A may read and write the file. The second entry shows that any process owned by user B may read the file. All other accesses by these users or by other users are not allowed. The rights are given by user, not by process. As far as the protection system goes, any process owned by user A can read and write file F1. File F2 has three entries in its Access control list: A, B, and C can all read the file, and in addition B can also write it. File F3 is an executable program, since B and C can both read and execute it. B can also write it.

Capabilities

When this method is used, associated with each process is a list of objects that may be accessed, along with an indication of which operations are permitted on each. This list is called a capability list and the individual items on it are called capabilities. A set of three processes and their capability lists is shown in figure 6.8 below.

Each capability grants the owner certain rights on a certain object. In figure the process owned by user A can read files F1 and F2, for example. Usually, a capability consists of a file identifier and a bitmap for the various rights. In a UNIX-like system, the file identifier would probably be the i-node number. Capability lists are themselves objects and may be pointed to from other capability lists, thus facilitating sharing of sub domains.

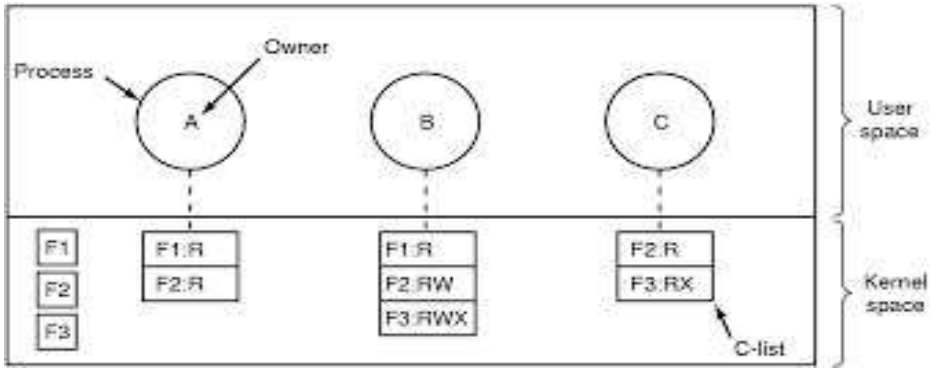

Fig 5.8 :Processes with capability list

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It is fairly obvious that capability lists must be protected from user tampering. This requires a tagged architecture, a hardware design in which each memory word has an extra (or tag) bit that tells whether the word contains a capability or not. The tag bit is not used by arithmetic, comparison, or similar ordinary instructions and it can be modified only by programs running in kernel mode. The IBM AS/400 is a popular example.

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EXERCISE

Questions

- What is a file system? What are various operations performed on a file?
- What is a file system? List the various File Attributes.
- Explain about file system security.
- What is the different access method of files?
- Differentiate between protection and security.
- Explain implementation of file system.

Write short notes

- Directories
- File system reliability
- File security
- Design principles of security
- File structure
- File system performance

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NOTES

UNIT - VI
INPUT OUTPUT

CHAPTER OBJECTIVES

After going through this unit, you will be able:

- To understand principles Input output Hardware.
- To understand principles Input output software.
- To familiarize concepts of DMA and Disk scheduling.

CONTENTS

6.1 INTRODUCTION.

6.2 PRINCIPLES OF INPUT OUTPUT HARDWARE.

6.3 PRINCIPLES OF INPUT OUTPUT SOFTWARE.

6.4 DISK.

OVERVIEW OF THE CHAPTER

This chapter focuses on the fundamental of input output. It includes the principles of Hardware and software, device drivers, device controllers, Interrupt handler, direct memory access and disk scheduling algorithms.

KEYWORDS

Input output, Disk, RAM disk, Direct memory access, Shortest seek time first, Scan scheduling, Device controller, Device drivers, Input output buffers, Redundant Array of Independent Disks, Interrupt Handlers.

6.1 INTRODUCTION

Input and output devices are major components of the computer system to read the input from the user and provide the output to user. Input output devices are controlled by the operating system. Input devices like keyboard and mouse provide input signals to the operating system. These signals or interrupts received from these devices inform the operating system to perform some task. Output devices such as monitors and printers receive the information that to be displayed or printed.

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Generally, operating system issue commands to the devices, catch interrupts, and handle errors. Input output devices are different in their functioning, speed, usage etc. This makes the operating system to handle them. The key concept in input output software designing is to provide device independence can be achieved by uniform naming. Input output software consists of series of layers with the lower layers hiding the hardware and other complexities from the upper layers.

6.2 PRINCIPLES OF INPUT OUTPUT HARDWARE

Hardware engineers and software engineers have different opinion towards Input output hardware. Hardware engineers look in terms of chips, wires, power supplies, motors etc towards hardware. Programmers look at the interface presented to the software the commands the hardware accepts, the functions it carries out, and the errors that can be reported back.

I/O Devices

Devices attached to the computer system with purpose of reading the input from the user and providing out put to the user are known as Input output devices. Keyboard, scanner USB port, barcode reader, camera, pointing devices like mouse, joystick are the examples of input devices. Monitor, printer, plotter, projector, speakers are the examples of output devices.

Input output devices are categorized into two categories.

- **Block devices**

  Block devices stores information in fixed-size blocks, having its own address. Bock size varies from 512 bytes to 32,768 bytes. By using block devices, system can read and write each block independently. Disk is a common block device.

- **Character devices.**

  The second type of devices are the character devices. These devices send or accept a stream of characters, without any block structure. It is not addressable.

  Printer is an example of it.

Device Controllers

Input output devices consist of mechanical and an electronic component. Electronic components which control the functioning of input output devices are called the device controller.

The controller card consists of a connector, into which a cable can be plugged. Controllers can handle multiple devices. The controller converts the

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serial bit stream into a block of bytes and performs necessary error correction. The block of bytes first assembles in a buffer byte by byte inside the controller. After verification, if the block is free of errors then it is copied to main memory.

Direct Memory Access (DMA):

The CPU plays main role in data transfer by sending and receiving the input output request through controller byte by byte. During the transfer CPU is busy in transfer and unable to perform any other processing task results in wastage of CPU time. To avoid this, a different scheme is used, known as Direct Memory Access. DMA controller is used to perform this type of transfer. Multiple devices can be regulated by a single DMA controller, often concurrently.

DMA controller is authorized to access system buses independent of the CPU, as shown in figure 7.1.DMA controller consist of registers like a memory address register, a byte count register and control registers. These registers are used during DMA transfer. The control registers specify the input output port to use, the direction of the transfer and the number of bytes transferred in one burst.

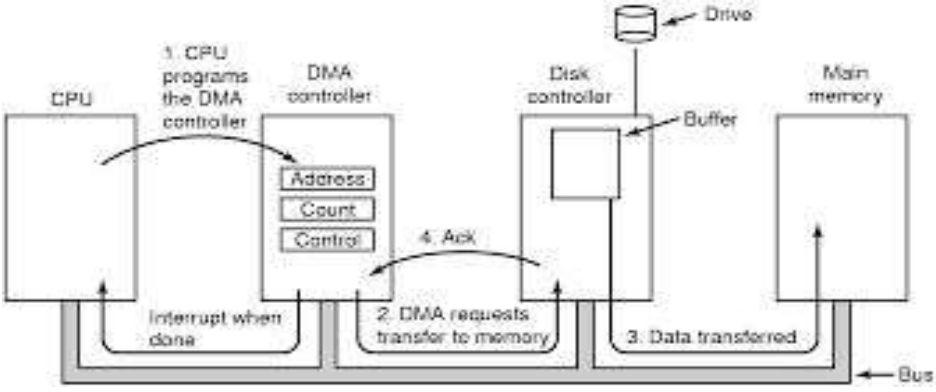

Fig 6.1: Diagram DMA transfer

Following is the working of DMA

- First the CPU send signal to DMA controller to inform what to transfer and where by setting its registers.
- It issues signal to disk controller telling it to read data from the disk into its internal buffer and perform checksum for error.
- After validating data, DMA can begin.
- The DMA controller starts the transfer by issuing a read request over the bus to the controller.
- System puts memory address on the address lines of the bus so disk controller knows where to write it.
- When the write operation gets over, the disk controller sends an acknowledgement to the controller.

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- The DMA controller then increments the memory addresses and decrements the byte count. Process will be repeated till byte count reaches to 0.

By using internal buffer, the controller can verify the checksum before starting a transfer. If it is incorrect, an error is given and transfer is not possible.

6.3 PRINCIPLES OF INPUT OUTPUT SOFTWARES

Let us look at the I/O software. We will study the goals of the input output software and then different ways I/O can be done.

Goals of the I/O Software

Following are the goals of input output software's.

- Device independence: It is possible to write programs that can access any input output device without specify the device in advance. For example, a program developed to read a file, can read file on a floppy disk or hard disk or CD-ROM, without modifying the program for each device.
- Uniform naming. The name of a file should not depend on the device in any way.
- Error handling. Commonly errors can be handled by the hardware. If the controller finds a read error, it should try to correct it. If controller is unable to correct it, then the device driver takes care of it.
- Buffering. Data comes from devices are not stored to final address directly but buffered into internal buffer for number of reasons like checksum, error detection, sequencing etc.

Interrupt Handler

The CPU initiates the transfer and performs other tasks until the interrupt arrives. The input output device works independently and simultaneously with CPU. This enables the input output devices to run asynchronously with the processor. The device sends an interrupt to the processor when it completes the task, enabling CPU to initiate a further task. These interrupts can be hidden with the help of device drivers.

Device Drivers

One device driver can handle one device type or group of same kind of devices which contain a device dependent code. Device driver programs are written by device manufacturers and delivered along with device. It accepts requests from device independent software and make sure that the request is carried out. A device driver manages communication with a specific input output

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device by converting a logical request from a user into specific commands directed to the device.

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6.4 DISK

All modern computers contain disk drives. Now we will study the disk hardware, then some things about disk software.

Disk Hardware

Disks come in different shapes and sizes. The hard disks stack of magnetic surfaces. Data is written on these surfaces permanently. Surfaces are divided into track and sectors. All surfaces have same number of tracks. The tracks are divided into sectors. The sum of all the tracks at a fixed distance from the edge of the disk is called a cylinder. All sectors are of same size. Time required reading and writing each sector is same. Each surface is having separate read write heads known as arm assembly. All Surfaces are rotated with high speed in clockwise direction at a time. Arm assembly is moving in and out of the surface to read and write the data. To read or write the data system provides three addresses ie surface number, track number and sector number. Structure of hard disk is shown in figure 7.3.

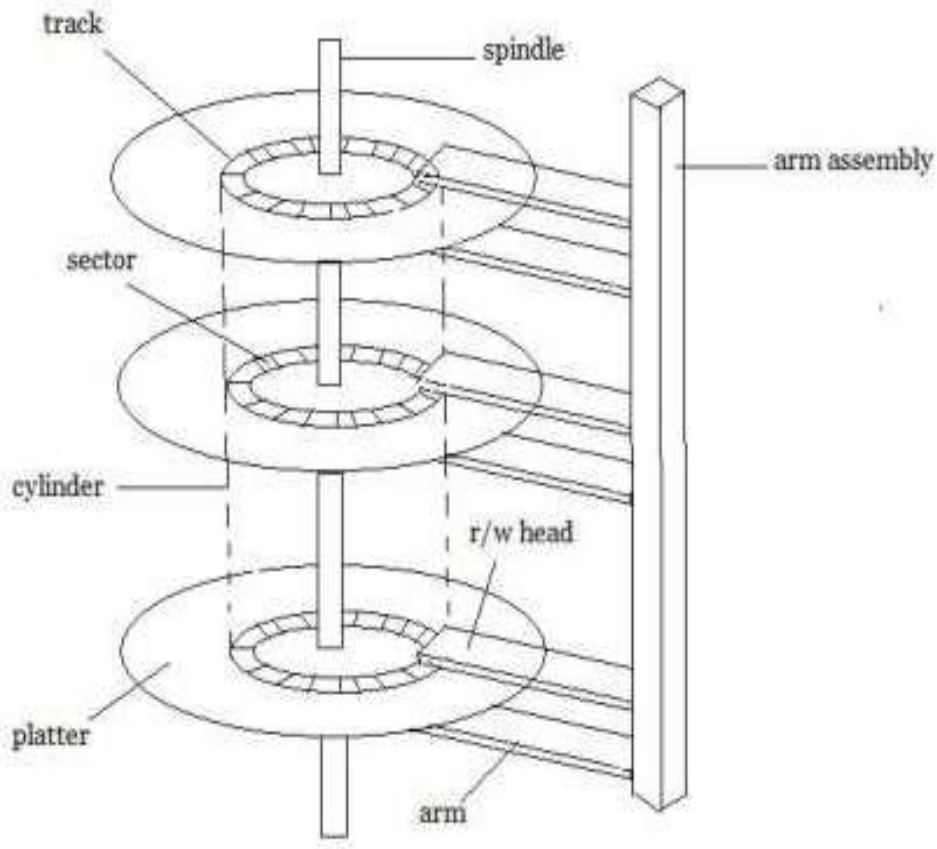

Fig 6.2: Diagram Hard Disk

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NOTES

Total time required to read or write the data is given in the following formula.

Total read/write time= data transfer time + seek time + latency time

The seek time is the time required to move arm assembly from one track to another track. The latency time is the time required to move the desired sector.

Disk Software

Here we will have close look at some of the disk driver related issues. The time required to read and write the data is depends on three factors:

1. The seek time
2. The latency time
3. The actual data transfer time.

In many systems, the seek time dominates latency time and data transfer time. It is necessary to reduce seek time to improve system performance. To reduce seek time developers develop many driver programs. These disk arm scheduling algorithms we will study here.

Disk Arm Scheduling Algorithms

The disk is a shared resource. Following disk arm scheduling algorithms are used to reduce the seek time during read write operation.

1. First come first served.
2. Shortest seek time first
3. Scan scheduling.

1. First-Come, First-Served (FCFS)

This is simplest disk scheduling technique. Here requests are served in the sequence, as received in the system. Here no reordering of the queue takes place. In this technique seek time is too much because arm assembly is moving in and out as per the request sequentially.

For example, consider Hard disk with 150 tracks and currently the head is on track number 50 and moving outside. Following request queue received in the system to serve.

50, 91, 150, 42, 130, 18, 140, 70, 60

Calculate total track movements and time required to move all these tracks (consider seek time =0.25 sec) using FCFS

Solution

Currently disk head is on track number 50 then it moves to 91, then to 150 and so on.

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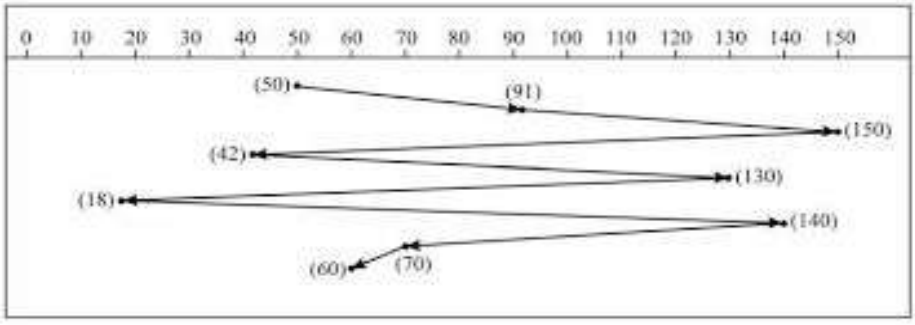

Fig 6.3: FCFS

Total track movements =41+59+108+88+112+122+70+10

=610

Time required to move all these track= Total track movements * seek time

=610*0.25second

=152.5 second

The total head movement are 610 cylinders and total time required to move all these cylinder is 152.5 second.

2. Shortest Seek Time First Scheduling (SSTF)

The basic idea behind this algorithm is to serve all the requests close to the current head position ie. With minimum seeks time first.

For example, consider Hard disk with 150 tracks and currently the head is on track number 50 and moving outside. Following request queue received in the system to serve.

50, 91, 150, 42, 130, 18, 140, 70, 60

Calculate total track movements and time required to move all these tracks (consider seek time =0.25 sec) using SSTF.

Solution

In the above example the cylinder close to head position i.e., 50, is 42 cylinder, next closest request is at 60. From there, the closest one is 70, then 91,130,140,150 and then finally 18-cylinder.

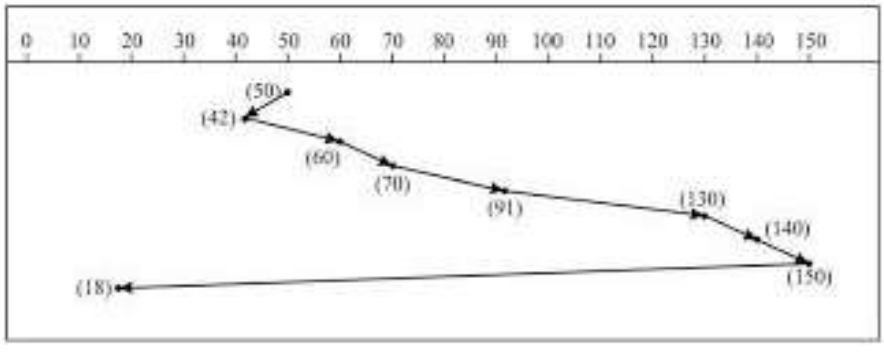

Fig 6.4: Shortest seek time first

NOTES

Total track movements =8+18+10+21+39+10+10+132

=248

Time required to move all these track= Total track movements * seek time

=248*0.25second

=62 second

This scheme has reduced the total head movements to 248 cylinders and time to 62 second.

3. SCAN Scheduling

The disk arm starts at one end of the disk and service all the requests in its way towards the other end, i.e., until it reaches the other end of the disk where the head movement is reversed and continue servicing in this reverse direction. This scanning is done back and forth by the head continuously.

For example, consider Hard disk with 150 tracks and currently the head is on track number 50 and moving inside. Following request queue received in the system to serve.

50, 91, 150, 42, 130, 18, 140, 70, 60

Calculate total track movements and time required to move all these tracks (consider seek time =0.25 sec) using SSTF.

Solution

The initially head is on track no 50, so it will start moving towards 0, servicing requests 42 and 18 in between. At cylinder 0 the direction is reversed and the arm will move towards the other end of the disk servicing the requests at 60, 70, 91,130,140 and then finally 150.

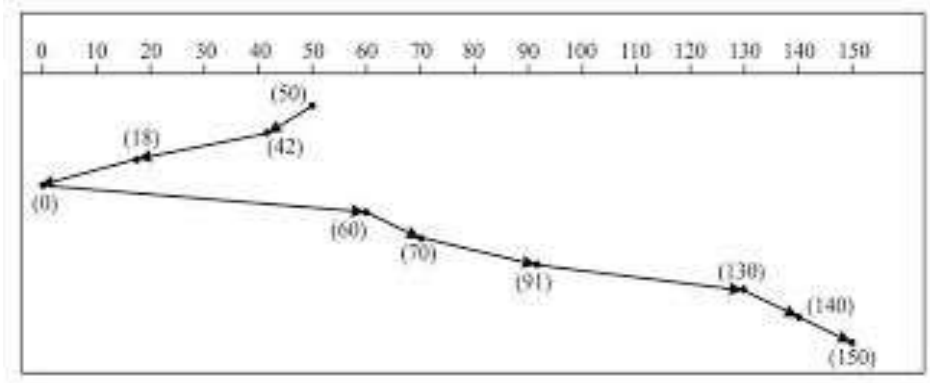

Fig 6.5: Scan Scheduling

As the arm acts like an elevator in a building, the SCAN algorithm is also known as elevator algorithm sometimes.

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NOTES

Total track movements =8+24+18+60+10+21+39+10+10

=200

Time required to move all these track= Total track movements * seek time

=200*0.25second

=50 second

This scheme has reduced the total head movements to 200 cylinders and time to 50 second.

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EXERCISE

Questions

- Explain the need and working of Direct memory access.
- Describe various disk scheduling algorithms with their merits and demerits.
- Discuss principles of input output hardware.
- Elaborate various principles of input output software's.
- Suppose the head of moving-head disk with 200 tracks, numbered 0 to 199 and is currently serving a request at track 143 and moving outside. if the queue of requests is kept in the FIFO order.

  86, 147, 91, 177, 94, 150, 100, 175, 130

  What is total head movement to satisfy this request for the following disk scheduling algorithms?

  i) FCFS ii) SSTF iii) SCAN

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NOTES

- Consider the disk having 50 tracks, numbered 0 to 49. Currently head is on track number 34 and moving inside. if the queue of requests is kept in the FIFO order

  35, 17, 10, 5, 33, 46, 23, 48, 7,45

  Calculate total time required to move all these tracks using following disk scheduling algorithms. Consider Seek time=0.5 sec.

  i) FCFS ii) SSTF iii) SCAN

Write short notes

- Device controller
- Interrupt handler
- Device driver
- Shortest seek time first

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CORPORATE FINANCE

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1.0 AIMS AND OBJECTIVES

- To know the Nature and Scope of Corporate Finance and changing role of Corporate Finance
- To study various long and short term sources of Finance
- To understand the concept of Corporate Finance

1.1 INTRODUCTION: CORPORATE FINANCE

Corporate finance is one of the most important subjects in the financial domain. It is deep rooted in our daily lives. The corporations raise capital and then deploy this capital for productive purposes. Corporate finance is the study of capital, financial and investment decision making with the main aim of maximizing capital market shares value and returns for shareholders entailing greater capital accumulation and greater capital accumulation and greater capital formation generally resulting in greater wealth for the corporate entity.

1.1.1 Meaning and Definition

Corporate: It is an association of persons together for a common object to carry on some business for profit or promote the art, science, education and

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charitable purpose. Is the area of finance dealing with the sources of funding and the capital of corporations and the actions that managers take to increase the value of the firm to the shareholders, as well as the tools and analysis used to allocate financial resources. The primary goal of corporate finance is to maximize or increase shareholder.

Definition and scope of corporate finance

Corporate finance broadly speaking business finance can be defined as the activity concerned with the raising and administering of funds used in business.

it deals with the financial problems of corporate. also deal with distinction between capital and Income. It examines the extent form of capital required by corporate. It scrutinizes the practice and policies of administering corporate income. It looks into propriety of Dividend, depreciation and reserve policies of the companies.

1.1.2 Need and Objective of Corporate Finance

It is essential for all the corporate organizations to have objectives of corporate financing to make optimum utilization of available finance for maximizing your business profit earnings, stock valuations, give best returns to investors or shareholders for their investors and more. Let us see some of the key primary objectives of corporate finance going further on this topic

- Sales And Promotion
- Financial Reporting System
- Income Margins
- Reviewing Expenses
- Debt And Investment Provider

1.1.3 Nature &Scope of Corporate Finance

i. **Financial Planning** : Corporate Finance is a financial planning for a company. The characteristics of Corporate finance includes preparation, raising funds, investing plus tracking each finance of organization. It offers all financial aspects for the firm. This research, techniques and strategies are define by each financial department lead through that finance supervisor.

ii. **Fund Raising:** An important features of corporate finance is to raise funds for the company. Finance can be accumulated through shares, bank loans, debentures, bonds, etc. Its most hard for newer service providers in order to collect finance as their investors do not have confident and vision towards new businesses. Nevertheless, it is quite easy for respected companies to gather finance considering goodwill, reputation in the market.

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iii. **Goal Oriented:** One of the features of corporate finance is goal oriented. That means, it is important to regularly achieve each objectives associated with the company. The main goal of corporate finance are to maximize profits, giving good dividends to shareholders, as well as creating fund reserves for future expansion activities and so forth

iv. **Investing Objective:** The nature of corporate finance notes for every company is to optimize investing needs for maximizing profits. Your finance can be used to quickly attain your investing objectives of the company. For example: it can be used to invest in machines or fixed assets. It's can also be used for day to day company operations. That finance needs to be optimized for profitably.

v. **Finance Options:** There are two main options in the nature of corporate finance, i.e. working capital and fixed capital. Working-capital normally called as short-term finance. It's mainly used to meet the short-term financial requirements for your business. For example: It can be used to cover your day-to-day expenses or operational cost of a company.

vi. **Legal Requirements:** There are definitely various legal criteria to corporate finance. The company need to take the appropriate permission, from the finance regulatory board of the country for the rising finance from public. For example: In India SEBI (Securities and Exchange Board of India) and SEC (Securities Exchange Commission) in United States also offers to follow all of the guidelines to a company. This features of corporate finance need to be taken utmost care when raising funds.

vii. **Managing and Controlling:** Financial management is excellent art considering that it needs individual skills, techniques, strategies as well as judgment. Nature of corporate finance requires ideal way for planning as well as control. Creating is needed in order to collect finance from the investors. It's also necessary for investing their finance. Control is needed to find whether the finance are optimized and invested appropriately. If the finance is not been utilized properly then corrective steps should be taken and may also need to restructure the way finance is been utilized.

viii. **Dynamic in Nature:** A dynamic in nature of corporate finance is a distinct feature of finance. That it goes on changing based on the change in planning, environment, circumstances, times, project delays etc. Your finance supervisor must suggestions new and innovative ideas to utilize savings, invested money and corporate finance. He must be a creativity when doing his task.

ix. **Connecting with Other Divisions:** A nature of corporate finance has a near relationship with different divisions within a company. For

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example: marketing and promotional department, manufacturing department, advertising division, accounting department, etc. That is mainly because all the divisions require finance to perform their operation constantly and smoothly.

Scope of Corporate Finance

i. **Estimating Financial Requirements:** A primary task associated with financial manager is to calculate long-term and short term financial requirements out of his business. To make certain you've got sufficient money, it is crucial to calculate the financial requirements before beginning a newer or expanding a current business. Firstly, figure out expenses, then divided into recurring expenses and one-time cost. According to the scope of corporate finance, management will create a current financial plan as well as forecast financial plan for future. For example: finance necessary for purchasing fixed assets, requirement of funds for working capital, etc. An essential factor to be considered when estimating financial requirements are repayment time, cost, liquidity, etc.

ii. **Designing Capital Structure:** The capital structure looks how a firm finances their general operations, research and development by making use of various sources of funds. Financial debts appear in the form of bond issues or long-term bonds. While equity is classified as a preferred stock, retained earnings or common stock. Short-term debt including working capital fund as a scope of corporate finance for capital structure. Factors determining capital structure are trading on equity, flexibility of financial plan, degree of control, choice of investors, capital market condition, cost of financing, period of financing, sizes of a company, Stability of sales and more.

iii. **Source of Finance:** One efficient financial control calls concerning various type of decision-making. A major significant move for any company should determine that sources of funds. Broadly, that the category of finance presented for any business is debt and also equity. Your proportion of funding will determine the capital structure of your company. When making that choice, you need to ensure that it fits your business conditions. An essential factor to be considered while selecting a source of finance are risk associated with source of finance, cost of finance, long term versus short term borrowing, dilution of control and management, flexibility in repayment, etc.

iv. **Selecting a Pattern of Investment:** Investment analysis actually broad term which encompasses a lot of different aspects to investing. This include evaluating historical returns to make predictions about future returns, selecting a right type of investment vehicle which best suit for investors requirement or analyzing bonds / stocks for valuation and investor specificity. An factors used for selecting pattern of

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investments as a scope of corporate finance are choosing the right asset classes, balancing stocks and bonds, figuring out your timeline, projected profitability, favorable asset utilization, intrinsic value (rather than market value), conservative capital structure, earnings momentum and more.

v. **Proper Cash Management:** Cash management relates to a diverse area of finance involving the collection, planning, handling and use of cash. This involves evaluating promote liquidity, assets / investments and cash flow. The objective of cash management should be to regulate the cash balances or cash liquidity rather than investing in inventories or fixed assets to avoid the risk of insolvency. Aspects checked being a role of cash management incorporate a company liquidity, short-term investing methods and techniques and cash balances. Factors to be considered as a scope of corporate finance when managing liquidity are right time to buys raw materials, when to transforms those raw materials into products, effective manufacturing process, when it sells products, when it pays their bills and more.

vi. **Implementing Financial Controls:** Financial controls are definitely processes, procedures and policies that are implemented in order to handle funds. They play a role in an organization's financial goals to fulfilling commitments of corporate governance, due diligence and fiduciary duty. Financial controls are implemented with automation, accountability and responsibility. An essential factor in implementing financial controls are Accounting Standards, Financial Statements, Policies, Operating Metrics, Segregation of Duties, Reconciliation, Approvals, Responsibilities, Disbursement Policies, Audit Trail, Information Security and more.

vii. **Proper Usage of Surpluses:** Surplus is that levels of an amount or resource in which exceeds your section that is used. A surplus can be used towards explain countless excess assets plus income, profits, goods and capital. A surplus frequently occurs in financial budgets, even spending have always been below the earnings. Finance excess is associated with demand and supply needs.

1.2 IMPORTANCE OF CORPORATE FINANCE

Every single corporation will likely involve themselves at corporate finance because it is about the different financial activities. Here we are going to understand importance of corporate finance as businesses want corporate finance to operate and more specifically generate profit.

1. **Managing the Risk:** The company must involve in certain primary risks. For some of the high risk areas you can buy some best insurance

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plans. not all the risks are important nor all the risk crucial to run the company. Fore example; plant hit by natural calamity , sudden fall in product sales, mass resignation or death of the crucial employee and much more. There is a sudden importance of corporate finance to meet these kinds of risk/ contingencies.

2. **Decision making:** There are several decisions made or prepared based on availability of finance from various sources. When a business has got to begin a brand new project, it must give consideration to whether or not it would be financially practical and if it would yield expected profits. Whereas investing in an innovative new venture or perhaps a brand new undertaking , your business must see countless things such as availability of budget , enough time taken for finalization and more.

3. **Research and Development** : Corporate finance is important for a business to constantly perform development and research on the market and products. The business must continue genrating changes in their aged goods. It must also create new products. Or even it should be bring instantly checked out of the marketplace.

4. **Minimizing Manufacturing cost** : Financing facilitates minimizing manufacturing cost. Because of the rising prices of labors , raw material etc. Your management has to appear with innovative steps to reduce the cost of manufacturing

5. **Raising capital:** Once an organization has to invest within a brand new venture, there is an utmost importance of corporate finance to raise capital. It can be achieved by just selling debenture or bonds, stocks of this business taking financial loans form the banks and more. All of this is can be managing proper ways of corporate finance.

6. **Effective Functioning** : A proper financing method an techniques will enable businesses towards operating in the right direction. All the wages to employees would be paid timely, financing installments would be paid on timely basis, new/ repair for existing plants and machinery, research and development for new /existing products, payment s to raw materials suppliers, distributors , advertising, promotional campaigns can be done timely.

7. **Dividend and Interest:** The business has got to pay dividends towards investors. It has in order to pay interest amount ot debenture holders, financial institutions. Bank installments etc. Moreover it has got to repay that the loans. Finance is actually necessary to pay dividends as well as interest.

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1.3 PRINCIPLES OF CORPORATE FINANCE

Corporate finance deals with the capital structure of a corporation including its funding and the actions management take to increase the value of the company. Corporate finance also includes the tools and analysis utilized to prioritize and distribute financial resources. The ultimate purpose of corporate finance is to maximize the value of a business through planning and implementing management resources while balancing risk and profitability.

Every discipline has first principles that govern and guide everything that gets done within it. All of corporate finance is built on three principles, which we will call, rather unimaginatively, the investment principle, the financing principle, and the dividend principle. The investment principle determines where businesses invest their resources, the financing principle governs the mix of funding used to fund these investments, and the dividend principle answers the question of how much earnings should be reinvested back into the business and how much returned to the owners of the business. These core corporate finance principles can be stated as follows:

1. **The Investment Principle:** Invest in assets and projects that yield a return greater than the minimum acceptable hurdle rate. The hurdle rate should be higher for riskier projects and should reflect the financing mix used—owners funds (equity) or borrowed money (debt). Returns on projects should be measured based on cash flows generated and the timing of these cash flows; they should also consider both positive and negative side effects of these projects.
2. **The Financing Principle**: Choose a financing mix (debt and equity) that maximizes the value of the investments made and match the financing to nature of the assets being financed.
3. **The Dividend Principle:** If there are not enough investments that earn the hurdle rate, return the cash to the owners of the business. In the case of a publicly traded firm, the form of the return—dividends or stock buybacks—will depend on what stockholders prefer.

1. The Objective of the Firm

No discipline can develop cohesively over time without a unifying objective. The growth of corporate financial theory can be traced to its choice of a single objective and the development of models built around this objective. The objective in conventional corporate financial theory when making decisions is to maximize the value of the business or firm. Consequently, any decision (investment, financial, or dividend) that increases the value of a business is considered a good one, whereas one that reduces firm value is considered a poor one. Although the choice of a singular objective has provided corporate finance

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with a unifying theme and internal consistency, it comes at a cost. To the degree that one buys into this objective, much of what corporate financial theory suggests makes sense. To the degree that this objective is flawed, however, it can be argued that the theory built on it is flawed as well. Many of the disagreements between corporate financial theorists and others (academics as well as practitioners) can be traced to fundamentally different views about the correct objective for a business. For instance, there are some critics of corporate finance who argue that firms should have multiple objectives where a variety of interests (stockholders, labor, customers) are met, and there are others who would have firms focus on what they view as simpler and more direct objectives, such as market share or profitability.

Given the significance of this objective for both the development and the applicability of corporate financial theory, it is important that we examine it much more carefully and address some of the very real concerns and criticisms it has garnered: It assumes that what stockholders do in their own self-interest is also in the best interests of the firm, it is sometimes dependent on the existence of efficient markets, and it is often blind to the social costs associated with value maximization.

1. The Investment Principle

Firms have scarce resources that must be allocated among competing needs. The first and foremost function of corporate financial theory is to provide a framework for firms to make this decision wisely. Accordingly, we define investment decisions to include not only those that create revenues and profits (such as introducing a new product line or expanding into a new market) but also those that save money (such as building a new and more efficient distribution system). Furthermore, we argue that decisions about how much and what inventory to maintain and whether and how much credit to grant to customers that are traditionally categorized as working capital decisions, are ultimately investment decisions as well. At the other end of the spectrum, broad strategic decisions regarding which markets to enter and the acquisitions of other companies can also be considered investment decisions. Corporate finance attempts to measure the return on a proposed investment decision and compare it to a minimum acceptable hurdle rate to decide whether the project is acceptable. The hurdle rate has to be set higher for riskier projects and has to reflect the financing mix used, i.e., the owners funds (equity) or borrowed money (debt). In the discussion of risk and return, we begin this process by defining risk and developing a procedure for measuring risk. In risk and return models, we go about converting this risk measure into a hurdle rate, i.e., a minimum acceptable rate of return, both for entire businesses and for individual investments.

Having established the hurdle rate, we turn our attention to measuring the returns on an investment. In analyzing projects, we evaluate three alternative ways of measuring returns—conventional accounting earnings, cash flows, and time-weighted cash flows (where we consider both how large the cash flows are

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and when they are anticipated to come in). In extensions of this analysis, we consider some of the potential side costs that might not be captured in any of these measures, including costs that may be created for existing investments by taking a new investment, and side benefits, such as options to enter new markets and to expand product lines that may be embedded in new investments, and synergies, especially when the new investment is the acquisition of another firm.

2. The Financing Principle

Every business, no matter how large and complex, is ultimately funded with a mix of borrowed money (debt) and owners funds (equity). With a publicly trade firm, debt may take the form of bonds and equity is usually common stock. In a private business, debt is more likely to be bank loans and an owners savings represent equity. Though we consider the existing mix of debt and equity and its implications for the minimum acceptable hurdle rate as part of the investment principle, we throw open the question of whether the existing mix is the right one in the financing principle section. There might be regulatory and other real-world constraints on the financing mix that a business can use, but there is ample room for flexibility within these constraints. We begin the discussion of financing methods, by looking at the range of choices that exist for both private businesses and publicly traded firms between debt and equity. We then turn to the question of whether the existing mix of financing used by a business is optimal, given the objective function of maximizing firm value. Although the trade-off between the benefits and costs of borrowing are established in qualitative terms first, we also look at two quantitative approaches to arriving at the optimal mix. In the first approach, we examine the specific conditions under which the optimal financing mix is the one that minimizes the minimum acceptable hurdle rate. In the second approach, we look at the effects on firm value of changing the financing mix.

When the optimal financing mix is different from the existing one, we map out the best ways of getting from where we are (the current mix) to where we would like to be (the optimal), keeping in mind the investment opportunities that the firm has and the need for timely responses, either because the firm is a takeover target or under threat of bankruptcy. Having outlined the optimal financing mix, we turn our attention to the type of financing a business should use, such as whether it should be long-term or short-term, whether the payments on the financing should be fixed or variable, and if variable, what it should be a function of. Using a basic proposition that a firm will minimize its risk from financing and maximize its capacity to use borrowed funds if it can match up the cash flows on the debt to the cash flows on the assets being financed, we design the perfect financing instrument for a firm. We then add additional considerations relating to taxes and external monitors (equity research analysts and ratings agencies) and arrive at strong conclusions about the design of the financing.

3. The Dividend Principle

Most businesses would undoubtedly like to have unlimited investment opportunities that yield returns exceeding their hurdle rates, but all businesses

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grow and mature. As a consequence, every business that thrives reaches a stage in its life when the cash flows generated by existing investments is greater than the funds needed to take on good investments. At that point, this business has to figure out ways to return the excess cash to owners. In private businesses, this may just involve the owner withdrawing a portion of his or her funds from the business. In a publicly traded corporation, this will involve either paying dividends or buying back stock. the discussion of dividend policy, we introduce the basic trade-off that determines whether cash should be left in a business or taken out of it. For stockholders in publicly traded firms, we note that this decision is fundamentally one of whether they trust the managers of the firms with their cash, and much of this trust is based on how well these managers have invested funds in the past. Finally, we consider the options available to a firm to return assets to its owners—dividends, stock buybacks and spin-offs—and investigate how to pick between these options.

Corporate Financial Decisions, Firm Value, and Equity Value

If the objective function in corporate finance is to maximize firm value, it follows that firm value must be linked to the three corporate finance decisions outlined—investment, financing, and dividend decisions. The link between these decisions and firm value can be made by recognizing that the value of a firm is the present value of its expected cash flows, discounted back at a rate that reflects both the riskiness of the projects of the firm and the financing mix used to finance them. Investors form expectations about future cash flows based on observed current cash flows and expected future growth, which in turn depend on the quality of the firms projects (its investment decisions) and the amount reinvested back into the business (its dividend decisions). The financing decisions affect the value of a firm through both the discount rate and potentially through the expected cash flows.

This neat formulation of value is put to the test by the interactions among the investment, financing, and dividend decisions and the conflicts of interest that arise between stockholders and lenders to the firm, on one hand, and stockholders and managers, on the other. We introduce the basic models available to value a firm and its equity, and relate them back to management decisions on investment, financial, and dividend policy. In the process, we examine the determinants of value and how firms can increase their value.

1.4 CHANGING SCENARIO OF CORPORATE FINANCE IN CORPORATE WORLD.

In today's globally competitive market, knowledge constantly makes itself obsolete with the result that today's advanced knowledge is tomorrow's ignorance. One has to be on the learning curve and continuously move up. All the knowledge workers have to leverage intellectual capital for growth—creative

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destruction—keep on innovating— otherwise someone else will be at the top of the pecking order. Companies function in a world of exponentially shortening product and service life cycles where customer preferences and technologies change in a discontinuous and non-linear fashion and business paradigms and rules become obsolete. The future winners will be those business organizations who escape from the gravitational pull of the past on the fuel of innovation.

In the opinion of some experts the twenty first century competition is characterized by at least three fundamental paradigms shifts, viz. -

(a) Ability of organizations and individuals to network globally and seamlessly;

(b) Ability to communicate, transmit, store and retrieve large amounts to information including voice, data, video; and

(c) Mobility of capital to feed good projects around the world.

With the battle for market share and mind-share deepening, companies are increasingly resorting to non-traditional resources (like knowledge) and innovative means (like quick response) to create sustainable competitive advantage.

Globalization of Indian economy and substantial reduction of tariff barriers- these are pointers to the changing business environment. These factors have given rise to increasing competition in the market place for the Indian products and services. There is an imperative need to manufacture and market high quality products which can withstand the products of foreign manufacturers. The fast changing business environment calls for a new approach to the management of corporate organisations.

In the context of fast changing corporate and socio-economic landscapes, fast paced technology and emergence of multilateral trading system, the following factors underscore the need for good corporate governance :

- Globalization, Privatization, deregulation, causing revolution of rising expectations;
- Advancements in Information Technology and E-Commerce.
- Strategic alliances, mergers and acquisitions.
- Intellectual Property Rights.
- Social responsibility, social audit and societal concerns.
- Business and professional ethics.
- Sustainable development.
- Energy audit, environmental upgradation.
- Need for excellence to cope up with fierce international competition.
- Need to strike a balance between compliance with rules and company's need to perform, so that company's performance is not stifled by over regulation

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1.5 Sources of Finance
1.5.1 Long and Medium Term Fund
1.5.2 Short Term Fund

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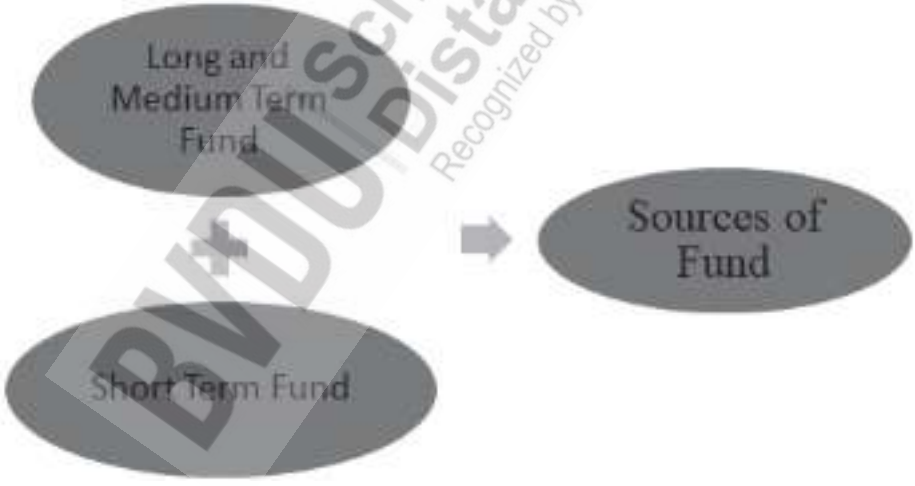
1.5 SOURCES OF FINANCE

In financial estimation decision , raising adequate finance from right sources from right financial market and right proposition play an significant role to the finance manager at the time of Acquisition of finance and while designing capital structure.

While raising Adequate finance term/ Period play an important role which affects the distribution of the capital expenditure and revenue expenditure

The sources of finance divided into Two parts i.e

- Long and Medium Term fund : Raise the fundsfor 5 years to more than 20 years
- Short Term Fund : Raise the funds upto one year.



1.5.1 Long and Medium Term Fund

When the organization raise the capital or fund from the financial market more five years up to Twenty years duration. The long and medium term fund broadly divided into two parts. i.e.

1.5.1.1 Share Capital

1.5.1.1.1 Equity Share Capital

1.5.1.1.1.1. Preference Share Capital

1.5.1.2 Borrowed Capital

1.5.1.2.1Debenture

1.5.1.2.2Public Deposits

1.5.1.2.3Loans and Advances

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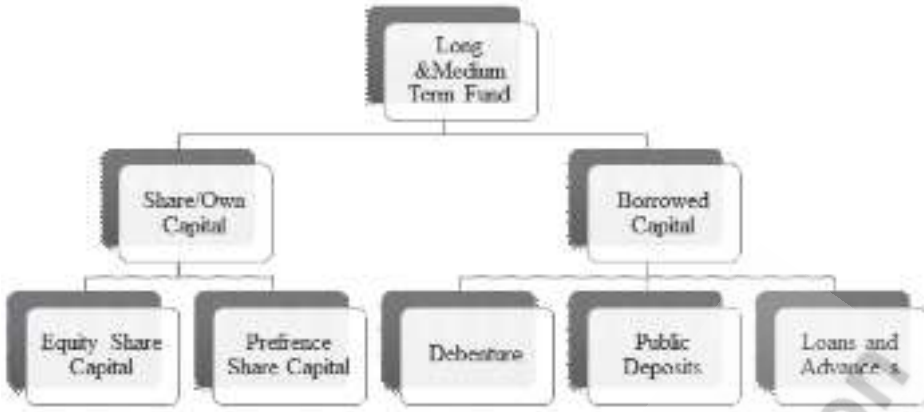

1.5.1.1 Share Capital

Share capital consists of all funds raised by a company in exchange for shares of either Equity or preference shares of stock. The amount of share capital. Were the company distributed proportion profit inform of Dividend. Share capital Consists of Equity share capital and Preference share Capital

1.5.1.1.1 Equity Share Capital

Equity capital represents ownership capital as equity shareholders collectively own the company. They enjoy the rewards as well as bear the risk of ownership. However their liability ,unlike the liability of the owner in a proprietary firm and the partners in a partnership concern , is limited to their capital contributions. Theses shares are entitled to receive the entire surplus profits after prefence shares are paid fixed dividend. If no profits are left after payment of fixed dividend to preference share holders, these shares get no dividends. Its because such shares called as RISK CAPITAL.

1) **FEATURES OF EQUITY SHARES;**

   I. Risk capital

   II. rights of Equity Share Holders

   - Right to Income
   - Right to control
   - Pre-emptive right
   - Right in liquidation

   III. Fluctuation market prices

   IV. No Fixed Returns

   V. Exempted from Income Tax for shareholders

2) **Advantages and Disadvantages of Equity Share Capital**

   I. Advantages of Equity share capital

   - It Represents Permanent Capital ,Hence there is no liability for repayment

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- It does not involve any fixed obligation for payment of dividends
- It enhances the credit worthiness of the company . In general there things being equal the large the equity base the higher the ability of the company to obtain credit
- Share holders enjoy the rights to share the profits and control
- Advantage of capital appreciation by getting bonus shares
- Enjoy tax-exemptions and voting rights as rule is 'one share-One Vote'.

II. Disadvantages of Equity share capital

- The cost of capital is high . The rate of return required by equity share holders is generally higher then the rate of return required by other investors.
- Equity dividends are payable from post –tax earnings. They are not tax deductible payments.
- There is no definite return on investment , during slack years dividends may be curtailed.
- The right of controls is a myth. In practice they do not have any control over the affairs of the company.
- Equity shares fluctuate widely in the stock market , they are not covered for this risk of fluctuation

1.5.1.1.2 Preference Share Capital

Preference capital represents a hybrid form of Financing – it partakes of some characteristics of equity and some attributes of debenture. It resembles equity in the following ways;

- Preference dividend is payable only out of distributable profits.
- Preference dividend is not an obligatory payment
- Preference dividends is not a Tax deductible payment
- The rate of dividend is fixed and they are paid dividend before ordinary shareholders but after interest is paid to debenture holders. They enjoy preferential right in respect of repayment of capital too.

The preferences shares dividends have the following classes;

i. **Cumulative Preference Shares:** If the company fails to pay dividends in a particular year the dividend accumulated. The accumulated dividend is paid off before paying any dividend on other kinds of shares.

ii. **Non-Cumulative preference shares**: The fixed rate of dividend of these shares stands by itself in each year . If during any year profits

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are not available they get no dividend during that year. They can nto claim for arrears of dividend out of subsequent years profits.

iii. **Participating preference shares:** These are preference shares which receive their fixed dividend in the normal way. In addition they participate in blance of profits after equity shareholders are paid.

iv. **Non –participating preference shares:** These shares are entitled to only a fixed rate of dividend. They do not participate in any surplus profits.

v. **Convertible preference shares:** The shareholders is given the right to convert his shares into equity shares at the later date.

vi. **Non –Convertible preference shares :** The shareholders does not rights to convert his preference shares into equity shares.

vii. **Redeemable preference shares :** The capital received on issue of shares is returnable only on winding up of the company. A limited company can however, Issue after a fixed period. It may also be returned when the company so choose after giving proper notice.

viii. **Irredeemable Preference shares:** The repayment of such shares is possible on winding up of the company only. All preference shares are considered to be of this type except when stated otherwise in the articles or terms of issue.

1) Advantages and Disadvantages of Preference Capital

I. Advantages of Preference Capital

- The company enjoy a comfortable position a s the dividend on preference share may be skipped and it cannot be legally questioned in the court of law.
- A redeemable preference share which is a negligible portion of the total capital, the company does not face the redemption problem. Even in case of redeemable preference shares, the repayment can be postponed and it will not pose any problems except that it has to pay negligible penalty.
- The capital is considered to be the part of network an d it increases the creditworthiness of the company.

II. Disadvantages of Preference Capital

- Issuing preference capital is an expansible one as the dividend payable is not a tax-deductible expenses.
- Skipping of dividends may pose the control problem
- Legal protection is not given to the preference holders regarding dividend and capital repayment.

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2) Difference between Equity share capital and Preference Share Capital

Points	Equity share	Preference Share
ownership	Equity share holders treated as owners of the company	Preference Share are the only shareholders of the company
Rate of dividend	Rate of dividend is not predetermined but it depends upon the divisible profits	Rate of dividends is predetermined at the time of issue of such shares.
Distribution of Dividend	Dividend distributed after preference shareholders	Dividend distributed before equity shareholder and after debenture capital
General meeting rights	Equity shareholders are eligible to attend and vote in any general meeting	Preference Shareholders can't attend and vote in any general meeting
Tax exemption	Dividend exempted from shareholders Income Tax	Dividend not examted from Shareholders Income Tax
Paid back capital	Equity capital is paid back only in case of winding up of a company	Preference Shareholders are paid back their capital before equity share holders in case of winding up of a company
Bonus Dividend	Equity shareholders enjoy bonus dividends as per company performance of profit	Preference Shareholders cant enjoy Bonus dividend.

1.5.1.2 Borrowed Capital

1.5.1.2.1 Debenture

Debenture are instruments of raising long term debt capital. Debenture holders are the creditors of the company. The obligation of the company towards its debenture holders is similar to that of a borrower who promises to pay interest and capital at specified items.

The word debenture is derived from the Latin word' debere' which means of 'to owe'. Thus debenture means an instrument in writing issued by a company under its common seal, acknowledging its indebtedness for a certain sum of money and undertaking to repay it on or after a fixed future date.

According to Sec 2(12)of the companies Act 1956 and 2012 ' Debenture includes debentures stock, bonds and any other securities of a company whether constituting a charge on the assets of the coampny or not. Debentures being a form of loan, Interest is payable on the same at certain rate per annum at state intervals. The holders of a debenture is not a member of the company but merely a creditor.

Features of Debentures

1. **Maturity period:** Debentures consist of long-term fixed maturity period. Normally, debentures consist of 10–20 years maturity period and are repayable with the principle investment at the end of the maturity period.

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2. **Residual claims in income:** Debenture holders are eligible to get fixed rate of interest at every end of the accounting period. Debenture holders have priority of claim in income of the company over equity and preference shareholders.

3. **Residual claims on asset:** Debenture holders have priority of claims on Assets of the company over equity and preference shareholders. The Debenture holders may have either specific change on the Assets or floating change of the assets of the company. Specific change of Debenture holders are treated as secured creditors and floating change of Debenture holders are treated as unsecured creditors.

4. **No voting rights:** Debenture holders are considered as creditors of the company. Hence they have no voting rights. Debenture holders cannot have the control over the performance of the business concern.

5. **Fixed rate of interest:** Debentures yield fixed rate of interest till the maturity period. Hence the business will not affect the yield of the debenture.

1) Types of Debenture Capital

Types of Debenture Capital			
i)Registerd ii)Bearer	iii)Secured iv)Unsecured	v)Redeemable vi)Irredeemable	vii)Convertable viii)Non-Convertable

i) **Registered Debentures:** The name of such debenture holders are found in the register of debenture holders of the company. Registered debentures are payable to registered holders.

ii) **Bearer Debenture :** No record of the debenture holders is kept in this case. Such debenture are negotiable instruments transferable by mere delivery. The interest on them is paid by means of attached coupons which can be cashed by the holders if they fall due.

iii) **Secured Debenture:** Secured by some charge on the property of the company. The charge or mortgage may be fixed or floating . Under the floating charge the claims of debenture holders come after the preferential creditors but before unsecured creditors.

iv) **Unsecured Debenture:** These debenture are not secured by any charge on the assets of the company. The holders of such debentures are like ordinary unsecured creditors

v) **Redeemable Debentures:** The principle sum of the such debentures is payable on a specified date on demand or notice.

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vi) **Irredeemable debentures :** In case the company does not fit any date by which they should redeemed.

vii) **Convertible Debenture:** They issued with an option to the holder to convert them into share at a specified rate of exchanges. The issue of such debentures requires the prior approval of the members of the company by a special resolution.

viii) **Non Convertible Debenture:** The debenture holders not have option to convert them into equity share capital.

ix) **Other types:** Debentures can also be classified into the following types. Some of the common types of the debentures are as follows:

- Collateral Debenture
- Guaranteed Debenture
- First Debenture
- Zero Coupon Bond
- Zero Interest Bond/Debenture

2) Advantage and Disadvantage of Debenture Capital

I. Advantage of Debenture

- The cost of issue of the debenture is very low as compare to the share capital and debenture interest is tax-deductible, in terms of company.
- As per company point of view, the debenture holders do not carry voting rights, the company may not have the fear of dilution of control.
- There will be fixed rate of return in terms of investors point of view
- On liquidation the debenture holders get a prior treatment as they become secured creditors
- In case of convertible debentures, there is the scope for capital appreciation.

II. Disadvantage of Debenture

- Financial risk is more in debenture capital and equity holders will have to bear the burden, if the risk not properly avoided.
- Whenever the interest rates are increased, they are highly exposed. This means the existing debenture holders will be put to loss.
- The incentive given to debenture holders may cost the company heavily.

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- The debenture holders do not have the voting power, they are the creditors of the company.

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3) Difference between Share capital and Debenture Capital

Points	Share capital	Debenture Capital
Nature	A share is an ownership security non repayable during the life time of the company.	A Debenture is repayable during the time of the company and at time of winding up if it occurs before date of maturity
ownership	A shareholders are owner of the company	A Debenture holders is only a creditor in the company
Nature of Returns	Dividends on shares is uncertain , depending on the profits and the discretion of the Board of directors	Interest on debenture is fixed and certain irrespective of margin of profit of the company
Rights/ Authority	Shareholders have rights of voting, attending General meeting of the company, bonus dividend etc	Debenture holders have no rights to vote or attending general meeting
Charge on Assets	Shares do not create any charge on the assets of the company	Secured debentures create a fixed or floating charge on the assets of the company
Winding up	Shareholders stand last for return of their capital	Debenture holders have prior claim for the return of capital. if they secured creditors, they can realize their security at the time of company liquidation

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1.5.1.2.2 Public Deposits

Public deposits have played an important role in providing the industrial finance in India. Joint stock companies also accept deposits from the investing public. The RBI has laid down restrictions on these deposits . A company can obtain deposits only for 36 months. They are clean deposits and not covered by any security. Thus they are the unsecured creditors of the company.

Acceptance of deposits from the public is an important mode of financing in the corporate sector. Companies prefer to raise finance by accepting deposits from the public rather than taking loans from financial institutions because;

i. The interest payable on deposits is lower than the interest usually payable on loans from banks and financial institutions.

ii. Deposits from public are unsecured debts and thereof the company need not provide any security by way of mortgage, hypothecation, etc of its assets.

iii. It is simpler mode of financial and

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iv. It can bring considerable sum of money from thousands of people irrespective of whether they are shareholders or debenture holders of the company. Though the amount thus collected can be huge yet the stake of individual deposit holders will be generally low.

1) Advantages and Disadvantages of Public Deposits

I. Advantages of Public Deposits

- Public deposits are cheaper compared to bank borrowing. These deposits carry lower rate of interest
- Public deposits are unsecured deposits
- These deposits are comparatively for a long period in comparison with other sources of working capital.
- It is the most convenient and elastic form of financing the working capital need. For raising public deposits less formalities are needed.

II. Disadvantage of Public Deposits

- It encourages the over trading. As this source is easily and amply available, it tempts company to raise more deposit.
- The depositors are the 'fair weather friends'i.e they show their interest to offer the deposits in good days and withdraw in bad days , why business houses are really in need of money.
- Due to several restrictions by the law ,now a days these sources in not useful for business operations.
- The effective cost of borrowing under public deposit will be increasing nature.

1.5.1.2.3 Loans and Advances

Term loans , also referred to as term finance, represent a source of debt finance which is generally repayable in more than one year but less than 10 years. They are employed to finance acquisition of fixed assets and working capital margin . Term loans differ from short term bank loans which are employed to finance short term working capital needs and tend to be self-liquidating over a period of time usually less than one year.

This is another major source of company finance. there are various specialized institutions like IFC, ICICI, IDBI,SFCs provided term loans. Term loans refer to the borrowed capital of the companies, repayable not less than one year and normally not more than 10 years.

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1) Features of term loans;

i) Security

ii) Interest payment and principle repayment/ repayment of capital

iii) Restrictive convents

2) Advantages And Disadvantages of Term loan

I. Advantages of Term Loan

- Term loans earn a fixed rate of interest and have a definite maturity period.
- Loans represents secured lending
- In post tax terms the cost of term loans is lower than the cost of equity capital or preference capital.
- Term loans do not result in dilution of control, as lenders do not have the right to vote.

II. Disadvantages of Term Loan

- The interest and principal repayment are obligatory payments. Failure to meet these payments threaten the existence of the firm
- Term loan contracts carry restrictive covenants which may reduce managerial freedom. Further they entitle the lender to put their nominee on the board of the borrowing company.
- Term loans increase the financial risk of the firm. This in turn tends to raise the cost of equity capital.

1.5.1.2.4 VENTURE CAPITAL

Introduction

Venture Capital finance is a new type of financial intermediary which has emerged in India during 1980s. It is a long-term financial assistance provided to projects, which are established to introduce new products, inventions, idea and technology. Venture capital finance is more suitable to risky oriented business which consists of huge investment and provides results after 5 to 7 year.

Meaning of Venture Capital

The term Venture Capital fund is usually used to denote Mutual funds or Institutional investors. They provide equity finance or risk capital to little known, unregistered, highly risky, young and small private business, especially in technology oriented and knowledge intensive business. Venture Capital termed as long-term funds in equity or semi-equity form to finance hi-tech projects involving high risk and yet having strong potential of high profitability.

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Definition of Venture Capital

According to Jame Koloski Morries, venture capital is defined as providing seed, start up and first stage financing and also funding expansion of companies that have already demonstrated their business potential but do not yet have access to the public securities market or to credit oriented institutional funding sources. Venture Capital also provides management in leveraged buyout financing. 1995 finance bill define Venture Capital as long-term equity investment in novel technology based projects with display potential for significant growth and financial return.

Features of Venture Capital

Venture Capital consists of the following important features:

1. Venture Capital is usually in the form of an equity participation. It may also take the form of convertible debt or long term loan
2. Investment is made only in high risk but high growth potential projects.
3. Venture capital is available only for commercialization of new ideas or new technology and not for enterprises which are engaged in trading, booking, financial services , agency, liaison work or research and development .
4. Venture capitalist joins the entrepreneur as co promoter in projects and shares the risks and rewards of the enterprises.
5. There is continuous involvement in business after making an investment by the investor.
6. Once the venture has reached the full potential the venture capitalist disinvests his holding either to the promoters or in the market. The basic objective of investment is not profit but capital appreciation at the time of disinvestment.
7. Venture capital is not just injection of money but also an input needed to set up the firm design its marketing strategy and organize and manage it.
8. Investment is usually made in small and medium scale enterprises.

1.5.1.2.5 INTERNAL FINANCE

A company can mobilize finance through external and internal sources. A new company may not raise internal sources of finance and they can raise finance only external sources such as shares, debentures and loans but an existing company can raise both internal and external sources of finance for their financial requirements. Internal finance is also one of the important sources of finance and it consists of cost of capital while compared to other sources of finance.

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Internal source of finance may be broadly classified into two categories:

A. Depreciation Funds

B. Retained earnings

A. Depreciation Funds

Depreciation funds are the major part of internal sources of finance, which is used to meet the working capital requirements of the business concern. Depreciation means decrease in the value of asset due to wear and tear, lapse of time, obsolescence, exhaustion and accident. Generally depreciation is changed against fixed assets of the company at fixed rate for every year. The purpose of depreciation is replacement of the assets after the expired period. It is one kind of provision of fund, which is needed to reduce the tax burden and overall profitability of the company.

B. Retained Earnings

Retained earnings are another method of internal sources of finance. Actually is not a method of raising finance, but it is called as accumulation of profits by a company for its expansion and diversification activities. Retained earnings are called under different names such as; self finance, inter finance, and plugging back of profits. According to the Companies Act 1956 certain percentage, as prescribed by the central government (not exceeding 10%) of the net profits after tax of a financial year have to be compulsorily transferred to reserve by a company before declaring dividends for the year. Under the retained earnings sources of finance, a part of the total profits is transferred to various reserves such as general reserve, replacement fund, reserve for repairs and renewals, reserve funds and secrete reserves, etc.

Advantages of Retained Earnings

Retained earnings consist of the following important advantages:

i) **Useful for expansion and diversification:** Retained earnings are most useful to expansion and diversification of the business activities.

ii) **Economical sources of finance:** Retained earnings are one of the least costly sources of finance since it does not involve any floatation cost as in the case of rising of funds by issuing different types of securities.

iii) **No fixed obligation:** If the companies use equity finance they have to pay dividend and if the companies use debt finance, they have to pay interest. But if the company uses retained earnings as sources of finance, they need not pay any fixed obligation regarding the payment of dividend or interest.

iv) **Flexible sources:** Retained earnings allow the financial structure to remain completely flexible. The company need not raise loans for further requirements, if it has retained earnings.

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v) **Increase the share value:** When the company uses the retained earnings as the sources of finance for their financial requirements, the cost of capital is very cheaper than the other sources of finance; hence the value of the share will increase.

vi) **Avoid excessive tax:** Retained earnings provide opportunities for evasion of excessive tax in a company when it has small number of shareholders.

vii) **Increase earning capacity:** Retained earnings consist of least cost of capital and also it is most suitable to those companies which go for diversification and expansion.

Disadvantages of Retained Earnings

Retained earnings also have certain disadvantages:

i) **Misuses:** The management by manipulating the value of the shares in the stock market can misuse the retained earnings.

ii) **Leads to monopolies:** Excessive use of retained earnings leads to monopolistic attitude of the company.

iii) **Over capitalization:** Retained earnings lead to over capitalization, because if the company uses more and more retained earnings, it leads to insufficient source of finance.

iv) **Tax evasion:** Retained earnings lead to tax evasion. Since, the company reduces tax burden through the retained earnings.

v) **Dissatisfaction:** If the company uses retained earnings as sources of finance, the shareholder can't get more dividends. So, the shareholder does not like to use the retained earnings as source of finance in all situations.

1.5.2 Short Term Sources of Funds

1.5.2 Short Term Sources of Funds

1.5.2.1Trade Credit

1.5.2.2 Short Term Loans and Advances (Bank Credit)

- Line Credit
- Revolving credit
- Transaction Credit
- Loans
- Overdraft

Short-term finance becomes more essential when it is necessary to increase the volume of production at a short notice. Sources like trade credit, cash credit,

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overdraft, bank loan etc. which make money available for a shorter period of time are called sources of short-term finance. Funds are required to meet its day to day expenses. For example raw materials must be purchased at regular intervals, workers must be paid wages regularly, water and power charges have to be paid regularly. Thus there is a continuous necessity of liquid cash to be available for meeting these expenses. For financing such requirements short-term funds are needed. The availability of short-term funds is essential. Inadequacy of short-term funds may even lead to closure of business.

1.4.2.1Trade Credit

Trade credit refers to credit granted to manufactures and traders by the suppliers of raw material, finished goods, components, etc. Usually business enterprises buy supplies on a 30 to 90 days credit. This means that the goods are delivered but payments are not made until the expiry of period of credit. This type of credit does not make the funds available in cash but it facilitates purchases without making immediate payment. This is quite a popular source of finance.

i. It is easy and convenient method of finance.

ii. It is flexible as the credit increases with the growth of the firm.

iii. It is informal and spontaneous source of finance.

1.4.2.2 Short terms loans and advances (Bank Credit)

- **Line of credit.** Short term general funding that may require assets for collateral. Cost can be near the prime rate, but is closely monitored by the lender. The sanctioning amount of loan limited by the lenders.
- **Revolving credit:** There is not restriction on sanctioning amount form the bank, no limitation to borrowed fund.
- **Transaction credit:** There is specific transaction mention while borrowing funds were the organization will not use amount of loan for another transaction concern.
- **Loans:** When a certain amount is advanced by a bank repayable after a specified period, it is known as bank loan. Such advance is credited to a separate loan account and the borrower has to pay interest on the whole amount of loan irrespective of the amount of loan actually drawn. Usually loans are granted against security of assets.
- **Overdraft:** When a bank allows its depositors or account holders to withdraw money in excess of the balance in his account up to a specified limit, it is known as overdraft facility. This limit is granted purely on the basis of credit-worthiness of the borrower. Banks generally give the limit up to Rs.20,000. In this system, the borrower has to show a positive balance in his account on the last Friday of every month. Interest is charged only on the overdrawn money. Rate of interest in case of overdraft is less than the rate charged under cash credit.

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1.6 CORPORATE GOVERANCE

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1.6.1 Introduction &Meaning

Corporate Governance is concerned with holding the balance between economic and social goals and between individual and communal goals. The corporate governance framework is there to encourage the efficient use of resource and equally to require accountability for the stewardship of those resources. The concept of governance has been known in both political and academic circles for a long time, referring generally to the task of running a government or any other appropriate entity for that matter.

Corporate governance is therefore the process whereby people in power direct, monitor and lead corporations, and thereby either create, modify or destroy the structures and systems under which they operate. The primary purpose of corporate leadership is to create wealth legally and ethically. This translates to bringing a high level of satisfaction to five constituencies – Customers, employee, investors, vendors and the society at large.

Corporate: Corporation is derived from Latin term "corpus" which means a body. Governance means administering the processes and systems placed for stratifying stakeholders' expectations.

Governance: the root of the word Governance is from' gubernate' which means to steer. Corporate governance would mean to steer an organization in the desired direction. The responsibility to steer lies with the board of directors /governing board.

Corporate Governance means a set of systems procedures, policies and practices, standards put in place by a corporate to ensure that relationship with various stakeholders is maintained in transparent and honest manner. Corporate governance is concerned with the intrinsic nature, purpose, integrity and identity of an organization with primary focus on the entity's relevance, continuity and fiduciary aspects.

1.6.2 Definition of corporate Governance

"Corporate Governance is concerned with the way corporate entities are governed ,as distinct from the way business within those companies are managed. Corporate Governance addresses the issue facing Board of Directors, such as the interaction with top management and relationships with the top management and relationship with the owners and others interested in the affairs of the company."

Robert Ian, Corporate Governance is about promoting corporate fairness, transparency and accountability.

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"Corporate Governance deals with laws, procedures, practices and implicit rules that determine A company's ability to take informed managerial decisions vis-a vis its claimants-in particular its shareholders, creditors, customers, the state and employees.

1.6.3 Objective and Need of Corporate Governance

Objectives corporate Governance

1. To align corporate goals of its stakeholders (Society ,shareholdersetc)
2. Corporate governance a way of life rather than a code
3. To strengthen corporate functioning and discourage mismanagement
4. To achieve corporate goals by making investment in profitable investment outlets.
5. To specify responsibility of the B.O.D and managers in order to ensure good corporate performance.

There is a global consensus about the objective of good corporate governance; maximizing long term shareholders value.

Corporate governance is a system of structuring, operating and controlling a company with the following specific aims; -

i. Fulfilling long term strategic goals of owners;

ii. Taking care of the interest of employees

iii. A consideration for the environment and local community

iv. Maintaining excellent relations with customers and suppliers

Need for Corporate Governance

Corporate governance is needed to create a corporate culture of Transparency, accountability and disclosure. It refers to compliance with all the moral and ethical values, legal framework and voluntary adopted practices. This enhances customer's satisfaction, shareholder value and wealth.

- Corporate performance
- Enhanced investor trust
- Better access to global market'
- Combating corruption
- Easy finance from Institutions
- Enhancing enterprise valuation
- Reduce risk of corporate crisis and scandals
- Accountability

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1.6.4 CODE OF BEST CORPORATE PRACTICES

The main objective of the code of Best corporate governance practices is to suggest courses of action to all types of companies

- Whether listed or privately held corporations, limited liability companies or partnership.
- With a view to improving their performance facilitating access to capital

The code is made up of six parts;

- Owners -shareholders, stakeholder or partners
- Board of Directors -the body representing the owners
- Management -the chief executing officers and top managers
- Auditing -the independent auditors
- Surveillances -the fiscal council
- Ethics /conflicts of interest

The code may include issues already covered by legislation or subject to new laws or regulations but their application should be voluntary.

Business owners willing to improve performance or gain access to capital are advised to follow the code. Access to capital is not restricted to public offering of shares, it also involves private equity operations and funds from the company's own cash flow generated through improved performance.

The main crucial pillars of code of Best practice of corporate governance.

- Transparency
- Accountability
- Fairness
- Ethics

1.6.5 Legal Framework of Corporate Governance in India

Ever since India's biggest-ever corporate fraud and governance failure unearthed at Satyam Computer Services Limited, the concerns about good Corporate Governance have increased phenomenally. Internationally, there has been a great deal of debate going on for quite some time. The famous Cadbury Committee defined "Corporate Governance" in its Report (Financial Aspects of Corporate Governance, published in 1992) as "the system by which companies are directed and controlled".

Regulatory framework on corporate governance

The Indian statutory framework has, by and large, been in consonance with the international best practices of corporate governance. Broadly speaking, the corporate governance mechanism for companies in India is enumerated in the following enactments/ regulations/ guidelines/ listing agreement:

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1. The Companies Act, 2013 contains provisions relating to board constitution, board meetings, board processes, independent directors, general meetings, audit committees, related party transactions, disclosure requirements in financial statements, etc.
2. Securities and Exchange Board of India (SEBI) Guidelines: SEBI is a regulatory authority having jurisdiction over listed companies and which issues regulations, rules and guidelines to companies to ensure protection of investors.
3. Standard Listing Agreement of Stock Exchanges: For companies whose shares are listed on the stock exchanges.
4. Accounting Standards issued by the Institute of Chartered Accountants of India (ICAI): ICAI is an autonomous body, which issues accounting standards providing guidelines for disclosures of financial information. Section 129 of the New Companies Act inter alia provides that the financial statements shall give a true and fair view of the state of affairs of the company or companies, comply with the accounting standards notified under s 133 of the New Companies Act. It is further provided that items contained in such financial statements shall be in accordance with the accounting standards.
5. Secretarial Standards issued by the Institute of Company Secretaries of India (ICSI): ICSI is an autonomous body, which issues secretarial standards in terms of the provisions of the New Companies Act. So far, the ICSI has issued Secretarial Standard on "Meetings of the Board of Directors" (SS-1) and Secretarial Standards on "General Meetings" (SS-2). These Secretarial Standards have come into force w.e.f. July 1, 2015. Section 118(10) of the New Companies Act provide that every company (other than one person company) shall observe Secretarial Standards specified as such by the ICSI with respect to general and board meetings.

Key legal framework for corporate governance in India

The Companies Act, 2013

The Government of India has recently notified Companies Act, 2013 ("New Companies Act"), which replaces the erstwhile Companies Act, 1956. The New Act has greater emphasis on corporate governance through the board and board processes. The New Act covers corporate governance through its following provisions:

- New Companies Act introduces significant changes to the composition of the boards of directors.
- Every company is required to appoint 1 (one) resident director on its board.

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- Nominee directors shall no longer be treated as independent directors.
- Listed companies and specified classes of public companies are required to appoint independent directors and women directors on their boards.
- New Companies Act for the first time codifies the duties of directors.
- Listed companies and certain other public companies shall be required to appoint at least 1 (one) woman director on its board.
- New Companies Act mandates following committees to be constituted by the board for prescribed class of companies:
    - Audit committee
    - Nomination and remuneration committee
    - Stakeholders relationship committee
    - Corporate social responsibility committee

Listing agreement – Applicable to the listed companies

SEBI has amended the Listing Agreement with effect from October 1, 2014 to align it with New Companies Act.

Clause 49 of the Listing Agreement can be said to be a bold initiative towards strengthening corporate governance amongst the listed companies. This Clause intends to put a check over the activities of companies in order to save the interest of the shareholders. Broadly, cl 49 provides for the following:

1. **Board of Directors** The Board of Directors shall comprise of such number of minimum independent directors, as prescribed. In case where the Chairman of the Board is a non-executive director, at least one-third of the Board shall comprise of independent directors and where the Chairman of the Board is an executive director, at least half of the Board shall comprise of independent directors. A relative of a promoter or an executive director shall not be regarded as an independent director.
2. **Audit Committee** The Audit Committee to be set up shall comprise of minimum three directors as members, two-thirds of which shall be independent.
3. **Disclosure Requirements** Periodical disclosures relating to the financial and commercial transactions, remuneration of directors, etc, to ensure transparency.
4. **CEO/CFO Certification:** To certify to the Board that they have reviewed the financial statements and the same are fair and in compliance with the laws/ regulations and accept responsibility for internal control systems.
5. **Report and Compliance** A separate section in the annual report on compliance with Corporate Governance, quarterly compliance report

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to stock exchange signed by the compliance officer or CEO, company to disclose compliance with non-mandatory requirements in annual reports.

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1.7 SUMMARY

Corporate finance Corporate finance is the study of capital, financial and investment decision making with the main aim of maximizing capital market shares value and returns for shareholders entailing greater capital accumulation and greater capital formation generally resulting in greater wealth for the corporate entity. Corporate Governance is concerned with the intrinsic nature, purpose, integrity and identity of an organization with primary focus on the entity's relevance, continuity and fiduciary aspects. The Crucial Part of Corporate Finance is to Raise Capital at Right Time, Right Sources Play an important role to minimize the cost and affects the value of the capital appreciation.

1.8 KEY WORDS

Corporate Finance, Sources of Long and Short term finance, share capital And borrowed capital, Corporate Governance, Need and Objective of corporate Governance, legal framework of Corporate Governance.

1.9 SELF ASSESSMENT QUESTIONS

1. Discuss term corporate finance and explain need and importance of corporate finance
2. Explain the Important Principles of Corporate Finance.
3. What is equity capital and explain features of equity capital
4. Explain the term preference capital. Illustrate the different types of preference share capital.
5. Explain different types of debenture along with illustrations.
6. Explain in detail corporate governance with legal frame work in India

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UNIT - II
FINANCIAL PLANNING

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2.0 AIM AND OBJECTIVE

- To understand the concept of Financial planning in the corporate environment.
- To study the need and importance of financial planning in the corporate
- To study the concept of capitalization

2.1 INTRODUCTION

A Financial planning is the first and foremost function of financial management. The main object of financial planning are – procurement of sufficient amount of capital at minimum cost and establishment of effective co-ordination between costs and risks. A sound financial plan must consider the long term and the short-term financial needs of the company and the various sources of raise funds. Financial plan helps to achieve financial goals. It takes into consideration the resources available, lifestyle and responsibilities. The basic of financial plan include achieving an appropriate balance and ensuring long term financial security.

The essence of financial planning is to ensure that the right amount of funds is available at the right time and at the right cost for the level of risk involved to enable the firm's objectives to be achieved. Budgeting will be a key financial planning tool. The efficiency and effectiveness of the financial planning process will be greatly aided by the application of computerized financial modeling.

2.2 FINANCIAL PLANNING IN THE CORPORATE ENVIRONMENT

A Firm should be managed effectively and efficiently. This implies that the firm should be able to achieve its objectives by minimizing the use of resources. Thus, managing implies co-ordination and control of the effort of the firm for achieving the organizational objectives. The process of managing is facilitated when management charts its future course of action in advance, and takes decisions in a professional manner, utilizing the individual and group efforts in a coordinated a rational manner. One systematic approach for attaining effective management performance is financial planning and budgeting. Financial planning indicates a firm's growth performance, investment and requirement of funds during a given period of time, usually three to five years. It involves the preparation of projected or prof forma profit and loss account, balance sheet and

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fund flow statement. Financial planning and profit planning help a firm's financial manager to regulate flows of funds which is his primary concern.

A financial planning involving financial policy has direct interaction with scope and resources deployment. Financial policies- Investment and financial choices-should therefore be considered at the corporate level and should not be treated as functional area policy decisions to be decided at lower levels. Business-level strategy involves operational planning and focuses on how to compete in a particular product /market segment or industry. Competitive advantage and distinctive competences thus, become dominant strategic concerns at this level. At the functional level the primary focus of strategy is on efficiency.

Financial planning involves the questions of firm'slong-term growth and profitability, and investment and financing decisions. It focuses on aggregative capital expenditure programmes and debt -equity mix rather than the Individual projects and sources of finance. Financial planning also involves an interface between the corporate policy and financial planning and the trade off between financial policy variables.

2.3 NEED OF FINANCIAL PLANNING

Financial Planning is a very important financial process. Different aspects of long term , medium term and short term and short term financial plans affect the profitability earning capacity and solvency of the enterprises . In short the following points may be advanced in support of financial planning.

1. **Conservation of Capital :** Effective utilization of capital is possible only through proper financial planning .It is a well known fact that machinery and plant installed to an industry become obsolete or useless as soon as new machineries with modern techniques come into the market and the utility of machinery is thereby reduced . A sound financial planning can conserve the value of investment in assets.
2. **Economy and co-ordination in operative Functions:** The main purpose of financial is to minimize the waste in the process of complex operative processes. Technical development , higher rates, increase rate of interest and competition are some of the factors which induce the management to co-ordinate various operative functions and it is only possible through sound financial planning.
3. **Changing price level :** A business firm carries on its business activities in dynamic economic world. Price levels are changing fast and therefore the replacement cost of assets would be much higher than its original cost. The management is not only concerned with the conservation of assets but it is equally concerned with the replacement of assets at higher price in future. It is possible only if proper planning is made in advance.

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4. **Success of firm:** All activities depends upon how the finance function is being performed in an industry. Thus success or failure of entire firm depends upon the soundness of the plan. It is thereof necessary to plan all the financial activities in an effective manner.

5. **Rapid Expansion of public sector:** The rapid expansion of public sector has intensified the need of financial planning for the private sector . The public sector undertaking also borrow capital from commercial banks and financial institutions and as such private sector undertaking find it difficult to get necessary funds from these institutions to finance plans it is therefore very necessary for the enterprise to forecast its needs and plan accordingly in advance.

6. **Optimal capital structure at minimum cost:** Financial planning serves as guide in deciding about the optimal capital structure of the firm at minimum cost .while determining the proptional share of different forms of financial in total capital structure , the financial manager has to ensure that the firm pays the minimum cost and incurs less risk. For this purpose he analyses the different sources of financing in the light of cost and risks.

7. **Unity in action:** Financial planning is a guide to action. Financial plan determined policies , objectives and procedures that bring unity in action. The executives at various levels follow similar policies , procedures and objectives while taking decisions . In the absence of detailed financial plan , executives on lower levels in the management hierarchy may often take a quite different cases, which may produce not only confusion, but also waste in the form of lost time, goodwill and financial resources.

2.4 OBJECTIVES OF FINANCIAL PLANNING

(a) **Ensuring availability of funds:** Financial planning majorly excels in the area of generating funds as well as making them available whenever they are required. This also includes estimation of the funds required for different purposes, which are, long-term assets and working capital requirements.

(b) **Estimating the time and source of funds:** Time is a game-changing factor in any business venture. Delivering the funds at the right time at the right place is very much crucial. It is as vital as the generation of the amount itself. While time is an important factor, the sources of these funds are necessary as well.

(c) **Generating capital structure:** The capital structure is the composition of the capital of a company, that is, the kind and proportion of capital

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required in the business. This includes planning of debt-equity ratio both short-term and long-term.

(d) **Avoiding unnecessary funds:** It is an important objective of the company to make sure that the firm does not raise unnecessary resources. Shortage of funds and the firm cannot meet its payment obligations. Whereas with a surplus of funds, the firm does not earn returns but adds to costs.

2.5 TYPES OF FINANCIAL PLANNING

There are three types of financial plans, viz.,

1. Short-term financial plan is prepared for maximum one year. This plan looks after the working capital needs of the company.
2. Medium-term financial plan is prepared for a period of one to five years. This plan looks after replacement and maintenance of assets, research and development, etc.
3. Long-term financial plan is prepared for a period of more than five years. It looks after the long-term financial objectives of the company, its capital structure, expansion activities, etc.

2.6 ESSENTIALS OF A SOUND FINANCIAL PLAN

While preparing a financial plan for any business unit, the following aspects should be kept in view so as to ensure the success of such exercise in meeting the organisational objectives.

(a) **The plan must be simple.** Now-a-days you have a large variety of securities that can be issued to raise capital from the market. But it is

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considered better to confine to equity shares and simple fixed interest debentures.

(b) **It must take a long term view.** While estimating the capital needs of a firm and raising the required funds, a long-term view is necessary. It ensures that the plan fully provides for meeting the capital requirement on long term basis and takes care of the changes in capital requirement from year to year.

(c) **It must be flexible.** While the financial plan is based on long term view, one may not be able to properly visualise the possible developments in future. Not only that, the firm may also change its plans of expansion for various reasons. Hence, it is very necessary that the financial plan is capable of being adjusted and revised without any difficulty and delay so as to meet the requirements of the changed circumstances.

(d) **It must ensure optimal use of funds.** The plan should provide for raising reasonable amount of funds. As stated earlier, the business should neither be starved of funds nor have surplus funds. It must be strictly need based and every rupee raised should be effectively utilised. There should be no idle funds.

(e) **The cost of funds raised should be fully taken into account and kept at the lowest possible level.** It must be ensured that the cost of funds raised is reasonable. The plan should provide for a financial mix (combination of debt and equity) that is most economical in terms of cost of capital, otherwise it will adversely affect the return on shareholders' funds.

(f) **Adequate liquidity must be ensured**. Liquidity refers to the ability of a firm to make available the necessary amount of cash as and when required. It has to be ensured in order to avoid any embarrassment to the management and the loss of goodwill among the investors. In other words, the investment of funds should be so planned that some of these can be converted into cash to meet all possible eventualities.

2.7 FINANCIAL PLANNING PROCESS

1. **Determining Financial Objectives:** The main aspect of financial planning is to determine the long term and short terms financial objectives. Determining of financial objectives is necessary to achieve the basic objectives of the firm. Financial objectives guide the financial authorities in performing their duties well. Financial objectives guide the financial authorities in performing their duties well. Financial objectives may be long term and short term. The long term financial

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objectives of the firm should be to maximize wealth of the concern by utilizing the productive sources of the firm effectively and economically in such a way as to increase the productivity of the remaining factors of production over the long run. The long term financial objectives include

- Proper capitalization i.e. to estimate the amount of capital to be raised and
- Determining the capital structure for, relationship and proportionate amount of securities to be issue.

2. **Formulating financial policies :** The second aspect of financial planning is to formulate certain polices to be followed by the financial authorities with regard to the administration of capital to achieve the long term and the short term financial objectives of the firm. The following financial policies may be important in this regard;
   - Policies regarding estimation of capital requirements.
   - Policies regarding relationship between the company and creditors
   - Policies regarding the form and proportionate amount of securities to be issued.
   - Policies and guidelines regarding sources of raising capital
   - Policies regarding distribution of earnings.
   - Policies for the proper administration of fixed and working assets.
3. **Developing financial Procedures:** The third aspect of financial planning is to develop the procedure for performing the financial activities . For this purpose, financial activities should be sub divided

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into smaller activates and powers, duties and responsibilities be delegated to the subordinate officers , proper control on financial performance should also be administered. Financial control is possible by establishing standards for evaluating the performance and comparing the actual performance with the standard so established. Stern steps should be taken to control any deviations from or inconsistencies in predetermined objectives policies and programmes .various methods are used for this purpose such as budgetary control, cost control, analysis and interpretations of financial accounts etc.

4. **Reviewing financial plan :** The Management must review the firms short term objectives, policies and procedures in the light of changed economic ,social and business situation from time to time in order to keep pace with the changing environment. Financial plan, therefore, should be flexible otherwise it may prove detrimental to the firms interest.

The above three aspects of financial planning put before us clear picture of what financial is and what it includes. In other words financial planning in the following manner;

i. Estimating the amount of capital to be raised

ii. Determining the form and proportionate amounts of securities to be issued

iii. Laying down the policies as to the administration of the plan,

iv. Reviewing the financial plan from time to time according to the changing conditions.

2.8 LIMITATIONS OF FINANCIAL PLANNING

1. **Financial planning is always based on forecasts .** Future is uncertain and nothing can be said about it exactly. If forecasting is wrong, then financial plan would be ineffective. So it should be reviewed periodical by taking the present economic and business circumstances into mind to make it effective.

2. Cooperation between various authorities and co-ordination among the various activities are very necessary for the effectiveness of the planning. Absence of co-ordination and indecision among management personnel render financial plan ineffective.

3. In practice, financial management takes the rigid view above financial planning it is not ready even to make certain periodic adjustment in the plan necessary for the smooth running of the business. There are numbers of good reasons for that

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i. Huge capital investment is committed in advance for large capital projects and the change cannot be readily made

ii. Arrangement for raw material and equipment are also made it in advance. Any change in this arrangement may lead the firm to trouble

iii. The management personnel are not prepared psychologically to make any change in the financial plan prepared by them.

2.9 STEPS INVOLVED IN FINANCIAL PLANNING

I. Nature of the Industry

II. Past performance

III. Operating characteristics

IV. Corporate strategy and Investment needs

V. Cash flow from operations

VI. Financial Alternatives

VII. Consequences of Financial plans

VIII. Consistency

I. Nature of the Industry: nature of the industry plays a decisive role in financial planning. The nature decides the quantum of capital and the sources of its procurement. Capital intensive industries require a larger amount of capital in comparison to the labor-intensive industries. Moreover, industries having stability and regularity in earing may collect from market very easily in comparison to those having instability and regularity in their income.

II. Past performance: Analysis of the firm's past performance to ascertain the relationship between financial variables and the firm's financial strengths and weakness.

III. Operating characteristics: Analysis of the firms operating characteristics product, market, competition, production and marketing policies, control systems, operating risk-to decide about its growth objectives.

IV. Corporate strategy and Investment needs : determining the firm's investment needs and choices , given its growth objective and overall strategy.

V. Cash flow from operations: forecasting the firm's revenues and expenses and need for funds based on its investment and dividend policies.

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VI. **Financial Alternatives:** Analyzing financial alternatives within its financial policy and deciding the appropriate means of raising funds.

VII. **Consequences of financial plans:** Analyzing the consequences of its financial plans for the long term health and survival to firm.

VIII. **Consistency:** evaluating the consistency of financial policies with each other and with the corporate strategy

2.10 FACTORS AFFECTING FINANCIAL PLANNING

The factor affecting financial plan of the business is determined by the following factors

Internal Factors

1. **Purpose.** The purpose of the financial plan should be consistent with the overall goals of the business. The main objective of the financial plan is to raise funds at a reasonable cost and make use of it as much as possible.
2. **Company requirements.** A good financial plan should handle the current and future requirements of the business. The provision of various contingencies, asset replacement, corporate growth, and diversification must be done.
3. **Economy.** In the case of capital procurement, it must be reasonable. The capital structure should be such as to provide an appropriate balance between funding costs and the company's ability to pay.
4. **Solvency and liquidity.** Funds should be invested in venture companies that are likely to provide an adequate return on investment. Furthermore, in order to meet the requirements of the company, it is necessary to always prepare appropriate cash. Companies must be solvent and liquid not only in the short term but also over the long term.
5. **Flexibility.** The financial plan should ensure the flexibility to enable the conversion of funds to more profitable channels. Also, preparations for additional funding should be done in a short period of time.
6. **Optimal capital structure.** The company should have the proper qualification. The optimal combination of capital, preferred stock, and corporate bonds should be maintained centrally while maintaining funding in different resources.

External Factors

7. **Economic growth in the country:** Countries go through economic cycles. This means that there are a few years during which a country

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will grow at good rate and then it will be followed by a few years of slightly slower growth. If a country is growing well, businesses do well. As a result, stock prices increase. On the other hand, interest rates and inflation remains moderate. When a country is in a down cycle, stock prices are relatively low and interest rates and inflation start to increase.

8. **Political issues:** When a country enjoys political stability, the economy prospers. Although both growth and social issues are equally important, there are certain political parties that give more importance to the former and others that give more importance to the latter. As a result, the political party in power has an impact on the performance of stocks and other financial products.

9. **Interest rates:** Interest rates determine the rates at which businesses borrow and lend to the banking sector and other lending institutions. Usually, when business people want to borrow more money to grow their businesses, interest rates in the market increase. Another important factor that impacts interest rates is inflation. When inflation is high, the RBI may increase the interest rates to bring inflation down. There are other factors that affect interest rates too.

10. **Inflation:** The rise in prices is broadly referred to as inflation. If inflation and interest rates are high, businesses are likely to show lower profits and therefore their prices on the stock exchange are likely to fall. The reverse is usually true too.

11. **Global issues:** Our economy is affected by many global issues. If prices of oil rise internationally, we face higher fuel prices too. Directly and indirectly this pushes inflation upwards. Also, since money flows between India and the rest of the world in the form of investments, if countries abroad are facing problems, it impacts their investments in India and vice versa. As a result, the fate of the global economy makes our stock markets move up and down and finally could impact businesses.

2.11 CAPITALIZATION

Introduction

Capital play an important role in any business. At the time of incorporation of business, it si the first problem before the promoters to decide how much capital is to be require an in what form. It is not an easy task. A financial plan is to be prepared for the purpose explaining the short- and long-term needs of finance to the company. There are various factors considered such as cost of capital, fair return to the financers risk involved, flexibility etc, which require a

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well and structured capitalization. A well-structured capitalization refers the amount of capital which is required in the long run to run the business smoothly and effectively.

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Meaning of capitalization

The capital structure or capitalization of a undertaking refers to the way in which its long term obligations are distributed between different classes of owners and creditors. The capitalization of an organization depends on its expected average net income. Capitalization word is used in its quantitative aspect and refers to the amount at which a company's business can be valued.

"Capitalisation of a corporation comprises the ownership capital and the borrowed capital as represented by long term indebtedness . It may also mean the total accounting value of the capital stock , surplus in whatever form it may appear and the refunded ling term debt": Lillian Doris

Guthmann And dougall : the sum of the par value of outstanding stocks and the bonds.

Husband and Dockeray : computation ,appraisal or estimation of the present values.

Need of capitalization: The problem of capitalization arises only at the time of promotion of a company. But it is not so, the problem will arises at the time of promotion and during lifetime of any situation . Generally the problem of capitalization arises in the following circumstances, such as;

- At the time of incorporation of the company.
- At the time of expansion of the existing corporation.
- At the time of recapitalization and re-organsiation of the capital and while amalgamation and absorption of two concerns.

2.11.1 Overcapitalization

A company is said to be over capitalize when its earning are not sufficient to yield a fair return on the amount of share or debentures. In other words when a company is not in a position to pay dividends and interest on its shares and debentures at fair rates it is said to be overcapitalized. It means that an overcapitalized company is unable to pay a fair return on its capital investment.

Overcapitalization is not exactly mean of excess of capital. Excess of capital is one of the reasons. A company is over capitalized only because its capital and funds are not effectively or profitably employed with the result that there is a fall in the earning capacity of the company and in the rate of dividends to be paid to its shareholders as a well as fall in the market value of share. So the excess of capital does not always represents over capitalization.

2.11.1.1 Causes of overcapitalization

1. **Floating of excess Capital:** when large amount of fund will be accumulated with company with no earning which results in low

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dividends per share. Where the dividend to be paid on idle capital will be a burden on the financial position of the company.

2. **Purchasing property at Inflated Price:** when company purchase property from ts promoters or from vendor company or from other people associated with company at the tie of its incorporation and pays excessive amount for such property and goodwill, the result may be over-capitalized

3. **High cost of Promotion:** Increased preliminary expenses and excessive payment to promoters for their promotional services at the time of promotion may also lead to overcapitasaition.

4. **Raisinglow capital at higher cost:** when a company feels shortage of capital because of underestimation of financial requirements it has to borrow funds to meet its emergent requirements at higher rate of interest , a rate definitely higher than the rate of its earning s the result may be overcapitalization because a major part of its earning may be given away to the creditors as a interest and leaving of the shareholders.

5. **Apart from that other causes of overcapitalization such as;**
   - Lack of provision of Depreciation
   - Excess rates of Taxation
   - Wrong estimation of Expected future earning
   - Low proposition of turnover or production

2.11.1.2 Effects of overcapitalization

i. **Adverse effect on company**
   - Loss of Goodwill
   - Challenges to raise capital from market
   - Decline in efficiency
   - Lack of liquidation
   - Loss of Market

ii. **Adverse effect on Shareholder**
   - Fall in the market value of shares
   - Low rate of Dividend
   - Loss on Re-organization
   - Reduction in Quality

iii. **Adverse effect on society**
   - Reduction in Quality
   - Cuts in wages

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- Competition
- Misapplication of society's Resources
- Gambling in shares
- Setback to Industry

2.11.1.3 Remedies to overcome Overcapitalization

- Reduction of funded Debts
- Reduction of Interest on Debentures
- Redemption of Preference shares
- Reduce the face value of the shares
- Decline the no of equity shares
- Ploughing Back of Profits

2.11.2 UNDERCAPITALISATION

Under capitalization is the opposite concept of over capitalization and it will occur when the company's actual capitalization is lower than the capitalization as warranted by its earning capacity. Under capitalization is not the so called inadequate capital.

Under capitalization can be defined by Gerstenberg, "a corporation may be under capitalized when the rate of profit is exceptionally high in the same industry".

Hoagland defined under capitalization as "an excess of true assets value over the aggregate of stocks and bonds outstanding".

2.11.2.1 Causes of Under Capitalization

Under capitalization arises due to the following important causes:

- Under estimation of capital requirements.
- Under estimation of initial and future earnings.
- Maintaining high standards of efficiency.
- Conservative dividend policy.
- Desire of control and trading on equity.

2.11.2.2 Effects of Under Capitalization

Under Capitalization leads certain effects in the company and its shareholders.

- It leads to manipulate the market value of shares.
- It increases the marketability of the shares.
- It may lead to more government control and higher taxation.

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- Consumers feel that they are exploited by the company.
- It leads to high competition.

2.11.2.3 Remedies of Under Capitalization

Under Capitalization may be corrected by taking the following remedial measures:

1. Under capitalization can be compensated with the help of fresh issue of shares.
2. Increasing the par value of share may help to reduce under capitalization.
3. Under capitalization may be corrected by the issue of bonus shares to the existing shareholders.
4. Reducing the dividend per share by way of splitting up of shares

2.12 SUMMARY

Financial planning and decision play a major role in the field of financial management which consists of the major area of financial management such as, capitalization, financial structure, capital structure, leverage and financial forecasting. Capitalization is one of the most important parts of financial decision, which is related to the total amount of capital employed in the business concern. Understanding the concept of capitalization leads to solve many problems in the field of financial management.

2.13 KEY WORDS

Financial Planning, Factors affecting financial planning, Capitalisation, Types of Capitalisation

2.14 SELF-ASSESSMENT QUESTIONS

1. Discuss the term Financial Planning and explain Factors affecting financial planning
2. What is capitalization? What are the kinds of capitalization?
3. Explain the effects of under capitalization.
4. Discuss the causes of over capitalization with suitable example.

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Short Note

1. Steps in Financial Planning
2. Over Capitalization
3. Under Capitalization

2.15 REFERENCES

1. Financial Management: Dr.Prof.Mahesh Kulkarni
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UNIT - III
CASH FLOW MANAGEMENT /LIQUIDITY MANAGEMENT

3. Cash Flow Management

3.1. Aim and Objectives

3.2. Inventory Management

3.2..1. Introduction and Meaning

3.2..2. Types of Inventory

3.2..3. Need of Inventory Management

3.2..4. Objectives for Inventory Management

3.2..5. Factors Affecting Volume of Inventory:

3.2..6. Advantage of Inventory:

3.2..7. Disadvantages of Excessive or Inadequate Inventories

3.2..8. Techniques of Inventory Management

I. Economic Order Quantity

- Assumption of EOQ
- Practical Illustrations

II. ABC Analysis

- Procedure for implementing ABC Analysis
- Advantages of ABC Analysis

III. Fixation of Stock Levels

- Techniques of Stock Levels
- Practical Illustrations

IV. Techniques of Codification

- Methods of Coding:
- Advantage of Codification
- Practical Illustrations

V. Input Output Ratio Analysis/Inventory Ratio

- Advantage of Ratio Analysis

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3.3 Receivable Management

3.3.1 Introduction and Meaning

3.3.2 Objectives of Receivable Management

3.3.3 Advantages or Benefits of Receivable Management

3.3.4 Determinants of Size of Investment in Receivables

3.3.5 Factors Considering the Receivable Size

3.3.6 Factors affecting Accounts Receivable

3.3.7 Control of Account Receivable

3.4 Summery

3.5 Key words

3.6 Self Assessment Questions

3.7 Reference

3.1. AIM AND OBJECTIVES

- To study the importance of Inventory& inventory control management
- To study Techniques and Applications of Inventory control Management
- To understand the concept of Receivable Management

3.2 INVENTORY MANAGEMENT

3.2.1 Introduction and Meaning

Inventories constitute the most significant part of current assets of the business concern. It is also essential for smooth running of the business activities. Inventories are very important to the management of an enterprise as they have direct impact on the firm's profit. A proper planning of purchasing of raw material, handling, storing and recording is to be considered as a part of inventory management. Inventory management means, management of raw materials and related items. Inventory management considers what to purchase, how to purchase, how much to purchase, from where to purchase, where to store and when to use for production etc. the raw material inventory contains items that are purchased by the firm from suppliers and are converted into finished goods through the manufacturing process. They are an important input of the final product. The work-in progress inventory consists of items currently being used in the production process. They are normally partially or semi finished goods

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represent final or completed products which are available for sale. As such a large quantum of fund is necessary to finance the required volume of inventory.

As a mater of fact, inventories are very important to the management of an enterprise as they have direct impact on the firm's profit. The financial manager has the responsibility to ensure that inventories are properly monitored and effectively controlled.

Meaning

The dictionary meaning of the inventory is stock of goods or a list of goods. In accounting language, inventory means stock of finished goods. In a manufacturing point of view, inventory includes, raw material, work in process, stores, etc. Broadly, Inventory means the aggregate investment of items of tangible personal property that

i. Are held for sale in ordinary course of business

ii. Are the process of production for sale or

iii. Are to be currently consumed in the production of goods services to be available for sale.

Inventory may be defined as the physical stock of items that a business or production organization keeps in hand for efficient running of affairs of its production. Inventories consists of raw materials , Component part supplies and finished assemblies which an organization purchases from an outside source and parts , assemblies and finished products which the company manufactures itself.

Inventory control Management:

Inventory control may be defined "as the systematic control over the procurement, storage and usage of materials so as to maintain an even flow of materials and the same time avoiding excessive investment in inventories."

According to Jhon L Burbridge; " Inventory control is concerned with the control of quantities and monetary value of these items at predetermined level or within safe limits."

Inventory control means control over materials lying in store. Inventory control keeps continuous track of inventories . But it is not merely record keeping. Inventory control aims to achieve maximum possible inventory turnover.

3.2.2 Types of Inventory

Inventories can be classified into five major categories.

i. Raw Material

It is basic and important part of inventories. These are goods which have not yet been committed to production in a manufacturing business concern.

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ii. **Work in Progress**

These include those materials which have been committed to production process but have not yet been completed.

iii. **Consumables**

These are the materials which are needed to smooth running of the manufacturing process.

iv. **Finished Goods**

These are the final output of the production process of the business concern. It is ready for consumers.

v. Sparest is also a part of inventories, which includes small spares and parts.

3.2.3 Need to hold Inventory

Inventories are typically not end in themselves. What are then the main pr purpose which they serve? There are there needs or motives for holding inventories.

1. **Transaction Motives :** Transaction implies the total time of converting an intent into the material; after finalizing the order or processing the customer's order in a marketing situation or setup time in manufacturing situation, producing the item, transporting the item and inspecting the item before taking in to the warehouse. It is not generally possible to synchronies the inflow and outflow of the commodity in question completely. So inventories are held . In other words it expresses the need to maintain inventories to facilitate production and sales operation smoothly. The cycle of production involves a steady and smooth flow of raw material ofr conversion in finished goods which is meant for sale and conversion in to cash.

2. **Precautionary Motives:** Precaution means safety or minimum stock as commonly understood in the industry. Inventories are held due to the usual inability to predict demand exactly and the consequent need.

3. The Speculative Motive which induces to keep inventories for taking advantage of price fluctuations, saving in re-ordering costs and quantity discounts, etc.

3.2.4 Objectives of Inventory Management

Inventory occupies 30–80% of the total current assets of the business concern. It is also very essential part not only in the field of Financial Management but also it is closely associated with production management. Hence, in any working capital decision regarding the inventories, it will affect both financial and production function of the concern. Hence, efficient management of inventories is an essential part of any kind of manufacturing process concern.

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The major objectives of the inventory management are as follows:

- To efficient and smooth production process.
- To maintain optimum inventory to maximize the profitability.
- To meet the seasonal demand of the products.
- To avoid price increase in future.
- To ensure the level and site of inventories required.
- To plan when to purchase and where to purchase
- To avoid both over stock and under stock of inventory

3.1.5 Factors Affecting Volume of Inventory

The quantity of inventory to be maintained is based on the following factors:

a. Availability of Finance

b. Quantity discounts allowed

c. Storage space available

d. Ordering cost

e. Receiving cost

f. Risk of loss due to price fluctuations

g. Risk of loss due to evaporation, obsolescence theft , deterioration etc

h. Economic ordering quantity

i. Time to obtain delivery or lead time

3.1.6: Advantage of Inventory

Both excessive and inadequate inventories are not desirable. They are two danger points within which the firm should operate. The below are the main advantages whicle adopting optimum level of inventory in any manufacturing concern.

1) It helps to avid over investment or under investment in inventories

2) It helps to overcome or reduce the carrying cost

3) It will help to maintain the optimum level of inventory Investment

4) It ensures wastage level of production

5) Effective material handling. will become possible

6) Reduce or overcome the manual work.

7) Overcome wastage in production process

8) Facilitates prompt flow of finished goods for immediate sales

9) Adequate inventory reduce the risk of closing down the plant or keeping workers and machine idle.

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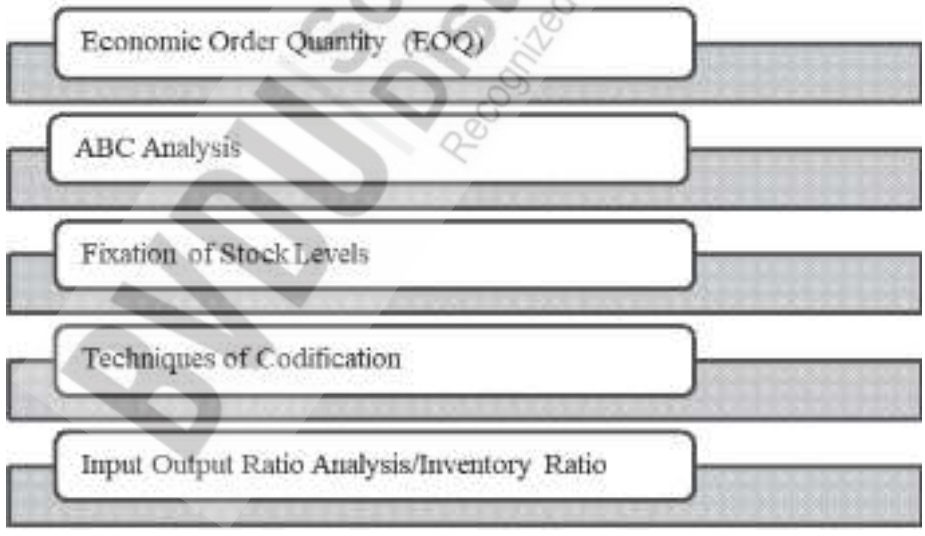
3.1.7. Disadvantages of Excessive or Inadequate Inventories

The following are the disadvantages while the firm holding excessive or inadequate inventories

1) Excess level of inventories consumes the fun of the fim, which can not be used for other purpose.
2) Increase the cost of storage, materials handling, insurance and transportation and inspection
3) High risk of liquidity due to inadequate inventories
4) Ineffective supervision of stores due to mishandling and improper storage facilities .
5) Failure to meet the demands of consumers needs due to inadequate finished goods inventories
6) Greater risk of loss due to devaluation through changes in price of production cost.

3.1.8 Techniques of Inventory Management

Inventory Control refers to the regulation of the stock and flow of materials and stores in an efficient effective and economical manner to meet the needs of manufacturing and trading concers. In order to achieve this , the following important inventory control techniques are to be applied .



1. **Economic Order Quantity (EOQ) :** Economic Order Quantity is one of the important techniques used to determine the optimum quantity or number of orders to be placed from the suppliers. The main objective of economic order quantity is to minimize the cost of ordering and cost of carrying materials and total cost of production. Ordering costs include cost of stationary, salaries to those engaged in receiving and inspecting, general office and administrative expenses of purchase departments. Carrying costs are incurred on stationary,

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salaries , rent, materials handling cost, interest on capital, insurance cost, risk of obsolescence, deterioration and wastage of materials and evaporation.

The quantity to be ordered should be such which minimizes the carrying and ordering costs. The exact quantity to be ordered at a time so as to achieve this objective is known as Economic Order Quantity or RE-ORDER Quantity or Economic Lot Size . The EOQ technique can be determined by

a. Tabular Method

b. Formula Method

c. Graphic Method

In determining economic order quantity it is assumed that cost of a managing inventory I made of solely of two parts i.e. ordering costs and carrying costs.

(A) Ordering Costs

These are costs that are associated with the purchasing or ordering of materials. These costs include:

- Inspection costs of incoming materials.
- Cost of stationery, typing, postage, telephone charges etc.
- Expenses incurred on transportation of goods purchased.
- These costs are also know as buying costs and will arise only when some purchases are made.

(B) Carrying Costs

These are costs for holding the inventories. These costs will not be incurred if inventories are not carried. These costs include:

2. The cost of capital invested in inventories. An interest will be paid on the amount of capital locked up in inventories.
3. Cost of storage which could have been used for other purposes.
4. Insurance Cost
5. Cost of spoilage in handling of materials

The formula for EOQ can also be used for determining the optimum ordering quantity as given below;

ECQ = 2AB/CS

Where ;

- EOQ= Economic Order Quantity
- A= Annual Consumption in Units

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- B= Buying Cost per order i.e. cost of ordering and receiving the goods per order
- C= Cost per Unit
- S= Storage and carrying cost per annum i.e. holding cost of inventory per year.

For example , a unit of material Q Cost of Rs- 1/- and the yearly consumption is 15,000 units. The cost of placing one order including the cost of receiving the material is Rs-12/-and the storage and carrying cost is 20% of average inventory. The optimum quantity for which order is to be placed is ;

EOQ = 2AB/CS

2*15000*12 /1*20%

Ans : 1341.64 Units

Assumption of EOQ Technique

The calculation of the economic order quantity is based on the following assumptions;

i. Ordering and carrying costs are constant per unit

ii. The anticipated consumption of materials during a particular period is known.

iii. Cost per order is constant

iv. The forecast usage of materials for a given period usually one year.

Practical Problems;

Illustration:1

A Company uses a particular material in a factory is 20,000 units per year. The cost per unit of material is Rs-10. The cost of placing one order is Rs-100/- and the inventory carring cost 20% on average inventory.Fom the above information calculate Economic Order Quantity.

Solution

- A = Annual Consummation= 20,000 units
- B= Buying cost per Order= Rs-100
- C= Cost per unit Rs-10
- S= Storage and Carrying cost 20% on average inventory

EOQ √2AB/CS

√2*16000*18/1/20% = 1697.05 Units

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Illustration :2

The average annual Consumption of Material Is the storage cost is 20% on an average inventory and cost of placing an order is Rs-50. How much quantity is to be purchased at a time?

EOQ=√2*Annual Demand*Oc/ Cc

=2*18,250*50/7.2

=500 Units

Illustration :3

Demand =10,000 per year and cost per Unit=Rs-20/- order – Rs=300/- carrying cost=20%

Carrying cost = i*c= 20/100*20= 4 Per Unit year

EOQ= √2*Demand*Oc/CC

=√2*10000*300/4

= 1224.74 units

Illustration:4

A Company uses rivets at constant rate 5000 kg per year. The rivets cost Rs-2 per kg and estimated cost of order placing Is- Rs-20 the inventory carrying cost is 10% per year.

Calculate

1. What Quantity should be order (EOQ)
2. Annual Total Cost
3. Order Per Year
   - Demand =5000
   - Cost per unit=2
   - Cost per order=20
   - Carrying cost =10% =2*10/100 =0.2

i. EOQ = √2*Demand *OC/CC

√2*5000*20/0.2

EOQ: = 1000Kg

ii. Total Cost : Oc+Cc

(D/Q*Oc)+ (Q/2*Cc)

(5000/1000*20) + (1000/2*0.2)

100 +100 =200

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iii. Order Per Yer = Demand /EOQ =

5000/1000

= 5 Order per Year

Illustration:5

1. An auto industry purchase spart plugs at the rate of Rs-25 per piece. The annual consumption of spark plug is 18,000 no's . If the ordering cost is Rs- 250/- Per order and carrying cost is 25% p.a. what would be the EOQ? If the supplier of spark plug offer a discount of 5% for order quantity of 3,000 no's per order do your accept the discount offer?

Solutions

- Annual Demand =18000 nos
- Unit price = Rs 25
- Ordering cost per order = Rs-250
- Carrying charges (as %) =25%

EOQ =√ 2DS / Ci =

= 2*18000*2/25*0.25

=90,00,000/6.25

EOQ = 1200 units

2. ABC Analysis

ABC Analysis is one of the important techniques which are based on grading the items to the importance of material .This method is popularly known as Always Better Control. This is also termed as proportional Value Analysis. In inventory control , this technique is helps analyze the distribution of any characteristic by money value of importance of any characteristics by money value of importance in order to determine its importance. Accordingly materials are grouped into three categories on the basis of the money into three categories on the basis of the money value of importance of Materials.

1. A-High Value Material
2. Medium Value Material

3. Low Value Material

The items which are high value and less than 10% of the total consumption of inventory can be called as "A" grouped materials. It is required to exercise selective, control and focus more attention because of high value items. Similarly 70% of materials in total consumption of inventory which lies 10% of the inventory value can be grouped under C Categories.The materials which have

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moderate value that lies between the high value materials and low value materials are grouped under B category.The following graph shows the example of ABC Analysis.

In brief the selective inventory control should follow the given below patterns;

Sr.No	'A' Items	'B' Items	'C' Items
1	High Consumption value	Moderate consumption value	Low consumption value
2	Tight control and Focus more attention	Moderate control	Loose control and less attention required
3	Frequent ordering based ordering on requirement	Ordering on the basis of exact requirements	Ordering on the basis of estimated consumption
4	Low safety stocks	Moderate safety stocks	Large safety stock
5	Maximum efforts and close check to reduce lead time lead time	Moderate efforts and some check to reduce lead time	Little efforts sufficient to reduce lead time
6	Required regular Follow Up	Required Periodic follow up	Follow up only in exceptional cases
7	Exact quantity and value analysis	Moderate quantity control and value analysis	Visual quantity control and minimum value analysis sufficient

- **Procedure for implementing ABC Analysis**

Procedure for making ABC Analysis

The entire procedure for making ABC Analysis can be summarized in the following steps;

1. Calculate rupee annual issue for each item in inventory by multiplying the unit cost by the number of units used in a year.
2. Sort all items by Rupee annual issue in descending order.
3. Prepare a table showing item no unit cost , annual units issued and annual rupee value of units issued.
4. Starting at the top of the list , compute running total item by item issue value and the rupee value of consumption
5. Compute the cumulative percentage for the item count and cumulative annual issue value.

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The normal items in most organizations show the following items;

1. 5% to 10% of top number items account for 70% of total consumption value. These items are 'A' Class.
2. 15% to 20% of the number of items account for 20% of total consumption value. They are 'B' class.
3. The remaining number of items account for the balance 15% of total consumption value they are 'C' class items.

ILLUSTRATIONS

The following table which gives you the list of materials used by one industrial unit. Classify the items into A,B and C Categories.

Symbol	ITEMS	ANNUAL CONSUMPTION	PRICE (Per Unit) In rupees
A	Benzyl penicillin	5,000	10
B	Dexamethasone	650	10
C	Mannitol	1800	18
D	Chloroxylenol	4200	1
E	Ampicillin	60	8
F	Gentamycin	6500	6
G	Tetracycline	2500	5
H	Triflyperazine	4200	1
I	Imipramine	50	10
J	Diazepam	100	7
K	Streptopenicillin	100	35
L	Oxytetracycline	50	8
M	Phenobarbitone	2000	0.25
N	Analgin	20	10
O	Prednisolone	30	6
P	A.P.C	80	0.15
Q	Sulphone	200	0.50
R	Vitamin C	750	4
S	Aluminum Hydroxide	300	7
T	Aspirin	20	10

Solution : The first step is to construct a Ranking Table by assigning ranks in descending order to annual usage of the inventory items.

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Symbol	ITEMS	ANNUAL CONSUMPTION	PRICE (Per Unit) In rupees	Annual Usage	Ranks
A	Benzyl penicillin	5,000	10	50000	1
B	Dexamethasone	650	10	6500	5
C	Mannitol	1800	18	32400	3
D	Chloroxylenol	4200	1	4200	6
E	Ampicillin	60	8	480	14
F	Gentamycin	6500	6	39000	2
G	Tetracycline	2500	5	12500	4
H	Triflyperazine	4200	1	4200	7
I	Imipramine	50	10	500	12
J	Diazepam	100	7	700	11
K	Streptopenicillin	100	35	3500	8
L	Oxytetracycline	50	8	400	15
M	Phenobarbitone	2000	0.25	500	13
N	Analgin	20	10	200	16
O	Prednisolone	30	6	180	18
P	A.P.C	80	0.15	12	20
Q	Sulphone	200	0.50	100	19
R	Vitamin C	750	4	3000	9
S	Aluminum Hydroxide	300	7	2100	10
T	Aspirin	20	10	200	17

Soon thereafter , cumulative annual usage and cumulative percentage are calculated in the 3rd and 4th columns. Items A,F,C, account for 75.5 % of the total annual consumption and are therefore A category item (15%) items G,B,D(another 15%) contribute approximately 15% to annual usage. The remaining 70% items contribute roughly 10% to annual usage and are therefore C Category items.

Symbol	ITEMS	ANNUAL CONSUMPTION	PRICE (Per Unit) In rupees	Annual Usage
A	50000	50000	31.12	A
F	39000	89000	55.39	A
C	32400	121400	75.55	A
G	12500	133900	83.34	B
B	6500	140400	87.38	B
D	4200	144600	89.99	B
H	4200	148800	92.61	C
K	3500	152300	94.79	C
R	3000	155300	96.66	C
S	2100	157400	97.96	C
J	700	158100	98.40	C
I	500	158600	98.71	C
M	500	159100	99.02	C
E	480	159580	99.32	C
L	400	159580	99.57	C
N	200	160180	99.69	C

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T	200	160380	99.82	C
O	180	160560	99.93	C
Q	100	160660	99.99	C
P	12	160672	100	C

Explanatory Note on Cumulative Percentage

- Total cumulative usage is equal to 100%
- Annual cumulative consumption= 1,60,672
- Annual cumulative consumption for A item= 50,000
- 1,60, 672: 50,000: 100
- 50,0008100/1,60,672 = 31.12
- Annual cumulative consumption for B item-1,40,400
- 1,60,672: 1,40,000 : : 100
- 100*140400/160672 = 87.38
- Advantages of ABC Analysis

ABC analysis is one of the important techniques for material controls and serves the following purposes.

1. Exercise selective control is possible
2. Focus high attention on high value item is possible
3. It help to reduce the clerical efforts and costs
4. It facilitates better planning and improved inventory turnover
5. It ensure good store keeping and effective material handling
6. It assists optimum working capital investment in inventories
7. It facilitates determination of stock level to ensure continuous flow of production

3. Fixation of Stock Levels

Materials control involves physical control of materials , preservation of stores, minimization of obsolescence and damages through timely disposal and efficient handling . Effective stock control system should ensure the minimization of inventory carrying cost and materials holding cost. Level of stock is the important aspect of inventory control. Cost and materials holding cost. Stock level may be over stocking or under stocking. Over stocking which leads to require large capital with high cost of holding. In the case o under stocking will affect the large capital with high cost of holding. In the case of under stocking will affect the production and overall performance of the concern as a whole. Thus fixation of stock production and overall performance of the concern as a whole. Thus fixation of stock level is essential to maintain sufficient and optimum stock for the smooth flow of production and sales. The following are the important technique usually adopted in different industries.

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- Re-order Level
- Minimum Stock Level
- Maximum Stock Level
- Danger Level
- Average Stock Level

• Re-Order Level

Re-order is also termed as ordering level. It indicates when to order i.e order for its fresh supplies for procuring additional inventory equal to the economic order quantity. The re-order stock level is determined on the basis of economic order quantity, lead time and average rate of consumption. Calculation of re-order level is adopted by the following formula is

Re-order Level = Lead Time * Average usage

= Maximum Consumption * Maximum re-order period

=Minimum stock level + Consumption during the time to get fresh delivery

The term lead time refers to the time normally taken in receiving the delivery of inventory after placing order with the suppliers. It covers the time span from the point when a decision to place and order for the procurement of material is made to the actual reception of the material by the firm. It is also known as procurement time or re-order period.

• Minimum Stock Level

Minimum stock level indicates the minimum quantity of materials to be maintained in stock. According the minimum quantity of an item should not allowed to fall.The minimum stock is also know as safety stock or Buffer stock. In fixing this level , the follwong factors are to be considered

a. Lead Time

b. Average rate of Consumption of Materials

c. Nature of Materials

d. Conditions of Supply

The minimum stock level can be determined by the following formula

Minimum stock level = Re-order Level –(Normal Consumption *(Normal Re-order Period)

Maximum Stock Level

The maximum stock level indicates the maximum quantity of an item should not allowed to increase .The maximum quantity of an item which can be held in stock at any time. The following factors can be considered while fixing the maximum stock levels.

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a) Availability of Capital

b) Cost of storage/Warehouse

c) Availability of floor space

d) Possibility of fluctuation of prices in raw materials

e) Cost of insurance

f) EOQ

g) Re-order Level and lead time

h) Nature of supply

- **Maximum stock level =**

Re-order level + Re-order Quantity –(Minimum Consumption* Minimum Re-ordering period)

Or

Economic order quantity + Safety Stock

- **Danger Level**

It is the stock level below the minimum level .This level indicates the danger point of affect the normal production. When materials reaches danger level, necessary steps should be taken for restock the materials. If any emergency special arrangements should be made for fresh issue .Generally this level is fixed above the minimum level but below the re-ordering level. The formula for calculation of danger level is;

Danger Level = Average Rate of Consumption * Emergency Supply Time

- **Average Stock Level**

Average stock level is determined on the basis of minimum stock level and re-order level. This is calculated with the help of the following formula;

Average Stock Level = Minimum Stock Level + ½ of Re-order Quantity

Or

Minimum Level + Maximum Level /2

Illustration

- Normal Consumption =700 units per week
- Maximum consumption= 920 units per week
- Minimum Consumption =450 units per week
- Re-order Quantity = 7000 units
- Re-order Period =12 to18 week
- Normal Re-order period = 15 week

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Calculate

i. Re-ordering Level

ii. Average Stock Level

iii. Maximum Stock Level

iv. Minimum Stock Level

i. Re-Order Level = Maximum Consumption * Maximum Re-order Period

= 920units*18 week

= 16,560 units

ii. Minimum Stock Level =

Re-order Level –(Normal Consumption* Normal Re-order Period)

16,560 –(700*15)

16,560-10,500

6,060 Units

iii. Maximum Stock Level

Re-order Level+ Re-order Quantity-(Min consumption*min Re-order Period)

16,560+10,500-(450*12)

16,560 +10,500-5400

27060-5400

21,660 units

4. Techniques of Codification

In order to ensure the effective inventory control ,it should be carried out with the classification and codification of materials. Codification is the process of representing each item by a number, the digits of which indicate the group the sub group the type and the size and shape of the items. The codification process could be obtained yb the nature of materials in grouping all items of the same metal content say ferrous and non ferrous etc.The systems of codification could be built by the end use of items, that is items grouped according to maintenance, spinning , weaving , packing, foundry, machine shop etc.

- **Advantage of Codification**

  i. Codes ensure the secrecy of materials

  ii. It is essential for mechanical accounting

  iii. Easy identification of material is possible

  iv. It ensures effective materials control.

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v. It minimize length in description of materials

vi. Effective materials handling is possible

vii. Codification facilities less clerical work

viii. Cost reduction is possible

- **Methods of Coding**

The following are the three important methods of codification:

a. Numerical Method

b. Alphabetical Method

c. Numerical Cum Alphabetical Method

a. Numerical Method: Under this method, each number or numerical digits are allotted to each item or material. According each code should uniquely indicate one item. Fore example in printing press following codes may be assigned.

- Paper 145
- Ink 155
- Gum 165

There are various universal decimal classification of codification used in libraries may be indicated for identification of items.

b. Alphabetical Method: In this technical method alphabets or letter are used for codification of each category of material .According, each letter or alphabet is allotted for each item or material. Fore example, C for copper . S for Steel and so on.

c. Numerical Cum Alphabetical Method: This method is done by a combination of numerical and alphabetical method .Under this method , both numerical along with alphabet is allotted for each item. For example IR- 5 may indicate Ink Red of Grade5, Stell Wire 6 may be denoted by SW 6 etc.

5. Inventory Turnover Ratio

This ratio is also called as Stock Turnover Ratio or stock Velocity'. Inventory Turnover Ratio may be defined as a ratio which measures the number of items a firm's average inventory is sold during the year. It establishes the relationship between the cost of goods sold during a given period and the average of the cost of opening and closing stock. This ratio indicates the investment in stock is effectively utilized or not. High rate of inventory turnover ratio denotes that materials are fast moving stock. It is reflector of good management .On the other hand, low turnover rate indicates the locking up of working capital in undesirable items. It is an indicator of the existence of poor quality goods which the company is unable to push through.

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Turnover Ratio methods

Trading Concern : Trading concern which are engaged in the sale of ggods and services purchased from other manufacturer. As a result , there are no raw material and no work-in progress . In this situation , the inventory turnover ratio can be calculated as given below:

- Inventory Turnover Ratio = Cost of goods sold/ Average Inventory
- Cost of goods sold= Sales –Gross Profit
- Average Inventory = opening+ Closing Stock/2

Manufacturing Concern: Manufacturing concerns acquire raw materials and use them for the purpose of producing goods and services. As result the manufacturing company require to maintain a stock of raw materials , work-in-progress and finished goods. The ratio can be used as;

i. Inventory Turnover Ratio = Cost of Goods sold/ Avg Stock of Finished Goods

Advantages

- This ratio indicates whether investment on stock in trade is efficiently use or not.
- This ratio is widely used as measure of investment in stock is with in proper limit or not
- It highlights the operational efficiency of the business concern.
- It helpful in evaluating the stock utilization
- It measures the relationship between the sale and the stock in trade.
- This ratio indicates the number of times the inventories has been turned over in business during a particular period.

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3.3 RECEIVABLE MANAGEMENT

3.3.1 Introduction

Problem of management of receivable is arises only when merchandise is sold on credit. If a company makes all sales for cash, it would have no accounts receivables and therefore. The questions of management of such assets does not arise all although concessions like price discount are granted induce customer to make immediate cash pay payments; practice of extending credit to the customers is very popular. If the firms decide to sell on cash it will save cost of carrying receivables. But the firm in that situation may lose some of its previous customers who will turn to other concerns extending credit facilities. Consequently value of sales of the firm and its earnings may show declines. The firm should not

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expect to survive long by pursuing the policy of cash sales while similar other firms have followed liberal credit policy

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Accounts receivable is a permanent investment in the business. as old accounts are collected new accounts are created. Accounts receivable is a major component of the current assets. This account emerges because of the existence of credit sales. As this account constitutes a major share it has got a greatest significance in working capital management. Credit sales no doubt increases turnover and profit of the business. But carrying permanently the accounts receivable in the firm involves greater risk. Hence there is the need for management to establish he level of accounts receivable.

Meaning of Account Receivable

Accounts receivable is a component of current asset. It shows the amount receivable from the purchasers. "Trade debt" due to the firm from the purchaser who purchase goods or avail service on credit basis. This is called by different names such as Accounts Receivable Trade debtors, Sundry Debtors , trade receivables etc. This account emerges out of credit sales. Almost all the business enterprises today carry on their business on credit basis. There will be both selling and buying on credit basis and when credit sales take place. The buyer will have little time to pay back the purchase price. This allowance of time smoothens the trade activity and results in good turnover to the business and better profitability .Hence accounts receivable is an account maintained by the firm is which shows the amount owing to the firm and it is a permanent investment.

While planning working capital requirement for the firm finance manager must decide the amount of funds that firm will require to carry receivables. For that matter firms receivable turnover has to determined. Receivable turnover refer to the number of times the receivable turnover during a year A shorter period collection period would result in locking up working capital for a short period in effecting credit sales which would in its turn increases the requirement of working capital. Slow turnover is indicative of the fact that it take longer period to collect receivables.

3.3.2 Objectives of Receivable Management

- To increase the volume of sales
- To ensure the adequate flow of cash from trade debtors to meet current obligations
- To facilitate liberal credit transactions
- To achieve the target return on investment
- To create and essential part of competitive business
- To create a written proof about debt obligations
- To minimize cost and risk involved in trade credit planning and control

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- To measure the effective handling of accounts receivables
- To take the maximum advantages of trade discount and cash discount facilities
- To aim at a weigh the benefit against risk or cost.

3.3.3 Advantages or benefits of Receivable Management :

The main benefits or receivable management can be enumerated as follows;

- Liberalized credit policy helps to increase the growth of sales
- It helps to increase the operating profits because of more credit sales
- Credit policy helps to meet the competition
- Credit sales helps to attract the existing customer but also to new customers in the ordinary course of business
- It ensure higher investment in trade debtors will produce larger sales
- It helps to minimize bed debts without taking stringent measures
- It facilitates adequate working capital to meet its current obligations
- It gives the guidance to the management for effective financial planning and control.
- It helps to make effective co-ordinations between finance , production , sales , profit and cost.

The objective of receivable management is to promote sales and profit until that point isreached where the return on investment in further funding receivables is less than the costof funds raised to finance that additional credit.The costs associated with the extension of credit and accounts receivables are identified as follows:

A. Collection Cost

B. Capital Cost

C. Administrative Cost

D. Default Cost.

A. Collection Cost This cost incurred in collecting the receivables from the customers to whom credit sales have been made.

B. Capital Cost This is the cost on the use of additional capital to support credit sales which alternatively could have been employed elsewhere.

C. Administrative Cost This is an additional administrative cost for maintaining account receivable in the form of salaries to the staff kept for maintaining accounting records relating to customers, cost of investigation etc.

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D. **Default Cost :** Default costs are the over dues that cannot be recovered. Business concern may not be able to recover the over dues because of the inability of the customers

3.3.4 Determinants of Size of Investment in Receivables

In most of business enterprises investment in accounts receivable for a major part of their assets. Account receivable is one of the major components of working capital . The financial executives, should , therefore pay due attention to the management of receivable so that each rupees invested in accounts receivable may contributes to the new work of the organizations.

The problem of management of receivables is basically a problem of balancing profitability and liquidity . soft credit terms are attractions for sales and so the longer the time a company allows to pay to its customers the greater the sales and higher the profits . However on the other hand the longer the period of credit , the greater the risk the grater the level of debt and greater the strain on the liquidity of the company , hence it is a very vital issue for the financial management.

Determinants of size of Investment in Receivable

The level of investment in receivable is determined by the following two factors;

a) General Factor b) Specific Factor

a) General Factor

General factors are those factors which are common to all firms and to the investment in all types of assets – Fixed and current. There include types and nature of business , volume of anticipated sales, volume of the business , price –level variations, availabitliy of funds and the attitude of executives etc.

b) Specific Factor

The main determinants of level of receivables are as under:

i. **Volume of credit sales:** Volume of credit sale is the main determinant of the level of receivables. Other things being equal, accounts receivables vary directly with the volume of sales. If sales increase, receivables expand. As sales decline, investment in receivable also declines.

ii. **Terms of Sales :** It is the most important variable in determining the level of investment in receivables . if a firm takes a decision not to sell goods on credit in order to avoid blocking up of funds in receivables and risk of bad debts, this items shall not appear in the balance sheet and all. Some large retail stores such as departmental stores , chain sotres or super bazaars amy take such decisions but such decisions cannot be enforced by a business

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enterprise. Trade customs, competition and business practices force the company to sell goods on credit otherwise their existence will be threatened . The company , therefore should establish a sound credit policy to suit its needs.

iii. **Policy of credit sales:** Policy of credit sales also determines the size of investments in receivables. If credit is allowed only ofr the short term, its ratio with sale shall remain at lower . If long term credit is allowed its ration with sales may be higher. More ever the present value of money will always be higher hence, every businessman likes to collect the money as early as possible.

iv. **Stability of sales:** In the business of seasonal character, total sales and the credit sales will go up in the season an therefore volume of receivables will also be large.

v. **Size and policy of cash discount:** This to is an important factor deciding the level of investment in receivables. When cost of capital of the company is lower in comparison to the cash discount to allowed, investment in receivable will be less. Where both are equal it will not affect the investment in receivables. When cost of capital is higher than cash discount the investment in receivable will be higher.

vi. **Credit and collection policy:** Credit and collection policy of the firm affects to a large extent the amount of investment in receivables. it should be decided by the sales department of the concern to whom credit should be granted.

vii. **Bill discounting and endorsement :** When the company has any arrangement with the banks to get the bill discounted or if these are endorsed to third parties, the level of investment in these assets will be low but bills are not honored on due dates, the investment will be larger

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3.3.5 Factors Considering the Receivable Size

Receivables size of the business concern depends upon various factors. Some of the important factors are as follows:

1. **Sales Level** Sales level is one of the important factors which determines the size of receivable of the firm. If the firm wants to increase the sales level, they have to liberalize their credit policy and terms and conditions. When the firms maintain more sales, there will be a possibility of large size of receivable.

2. **Credit Policy** Credit policy is the determination of credit standards and analysis. It may vary from firm to firm or even some times product to product in the same industry. Liberal credit policy leads to increase the sales volume and also increases the size of receivable. Stringent credit policy reduces the size of the receivable.

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3. **Credit Terms** Credit terms specify the repayment terms required of credit receivables, depend upon the credit terms, size of the receivables may increase or decrease. Hence, credit term is one of the factors which affects the size of receivable.

4. **Credit Period** It is the time for which trade credit is extended to customer in the case of credit sales. Normally it is expressed in terms of 'Net days'.

5. **Cash Discount** Cash discount is the incentive to the customers to make early payment of the due date. A special discount will be provided to the customer for his payment before the due date.

6. **Management of Receivable** It is also one of the factors which affects the size of receivable in the firm. When the management involves systematic approaches to the receivable, the firm can reduce the size of receivable.

3.3.6 FACTORING.

The factoring may be with or without recourse. It is without recourse then any bad debt loss is taken up by the factor but if it is with recourse then bad debts losses will be recovered from the seller. Factoring is collection and finance service designed to improve he cash flow position of the sellers by converting sales invoices into ready cash. The procedure of factoring can be explained as follows:

1. Under an agreement between the selling firm and factor firm, the latter makes an appraisal of the credit worthiness of potential customers and may also set the credit limit and term of credit for different customers.

2. The sales documents will contain the instructions to make payment directly to factor who is responsible for collection.

3. When the payment is received by the factor on the due date the factor shall deduct its fees, charges etc and credit the balance to the firm's accounts.

4. In some cases, if agreed the factor firm may also provide advance finance to selling firm for which it may charge from selling firm. In a way this tantamount to bill discounting by the factor firm. However factoring is something more than mere bill discounting, as the former includes analysis of the credit worthiness of the customer also. The factor may pay whole or a substantial portion of sales vale to the selling firm immediately on sales being effected. The balance if any, may be paid on normal due date.

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3.5.1 Benefits and Cost of Factoring

A firm availing factoring services may have the following benefits:

- Better Cash Flows
- Better Assets Management
- Better Working Capital Management
- Better Administration
- Better Evaluation
- Better Risk Management

However, the factoring involves some monetary and non-monetary costs as follows:

Monetary Costs

a. The factor firm charges substantial fees and commission for collection of receivables. These charges sometimes may be too much in view of amount involved.

b. The advance fiancé provided by factor firm would be available at a higher interest costs than usual rate of interest.

Non-Monetary Costs

a) The factor firm doing the evaluation of credit worthiness of the customer will be primarily concerned with the minimization of risk of delays and defaults. In the process it may over look sales growth aspect.

b) A factor is in fact a third party to the customer who may not feel comfortable while dealing with it.

c) The factoring of receivables may be considered as a symptom of financial weakness.

3.5.2 Factoring in India

In order to study the feasibility of factoring services in India, the Reserve Bank of India constituted a study group for examining the introduction of factoring services, which submitted its report in 1988.On the basis of the recommendations of this study group the RBI has come out with specific guidelines permitting a banks to start factoring in India through their subsidiaries. For this country has been divided into four zones. In India the factoring is still not very common. The first factor i.e. The SBI Factor and Commercial Services Limited started working in April 1991. The guidelines for regulation of a factoring are as follows:

a. A factor firm requires an approval from Reserve Bank of India.

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b. A factor firm may undertake factoring business or other incidental activities.

c. A factor firm shall not engage in financing of other firms or firms engaged in factoring.

3.3.6 Factors affecting Accounts Receivable

1. **Credit Policy:-** Credit policy of a firm contains guidelines regarding quality of trade accounts to be accepted the length of the credit period the cash discount, any special term given such as seasonal dating the collection programme and policy as to discounting of bills. Pursuance of liberal credit policy will boost the firms as it tempts the customers to mark purchase from the firm on easier terms. Consequently, the firm need larger amount of working capital to finance receivables. This would not be so in the case of firms following stricter credit policy. This is because of the fact that credit standards of the firm are so high that it is difficult for most of the customers to satisfy them . Further , even those who qualify the credit standards might feel reluctant to avail of credit facilities on stiffer terms and conditions. Following factors should consider while credit policy;

   i. Quality of Trade Accounts of Credit Standards

   ii. Length of Credit Period:

   iii. Cash Discount

   iv. Discount Period:

2. **Credit sales volume:** In order to increase the profit and push sales , many firms will have " Credit Sales" Higher the volume of credit sales, higher will be accounts receivable. The level of credit sales will also be determined by the custom that exists in that business. If the

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business nee the credit sales to push the product it becomes inevitable that the firm has to adopt credit policy on a larger scale. This naturally gives place for the emergence of accounts receivable. The volume of this account changes with the change in credit sales. Thus credit sales volume is one of the factor which governs the volume of account receivable.

3. **Terms and conditions of credit Sales:** The volume of accounts receivable also depends on the terms and conditions relating to credit sales. These conditions include;
   - The time period allowed to pay back purchase price
   - The types of discount allowed
   - Seasonal dating
4. **Location of Business :** Location of business unit also contributes for the size of accounts receivable .If the business firms are located in far off place, they are forced to adopt a credit policy which attracts the customer. If the product is exclusive, location will not be a problem and customer development will be good. In such a case the firm can adopt a stringent credit policy which reduces the account receivable. On the other hand if product is competitive in character, the business unit dealing in such product and operating from a distant place form the market area , has to adopt a liberal credit policy which results in accounts receivable.
5. **Competition:** Another factor which governs the size of the accounts receivable in competition. If firm is having competitive nature it will have liberal credit policy an this increases the size to the accounts receivable . They compete with the object of pushing sales and easy credit terms become inevitable. When the firms severely compete, the credit policy will be so liberal that all and sundry purchases the products o credit. This result in some amount of bad debts although it increases the volume of sales.
6. **Life of Product:** The life of product varies from segment to segment. In health care, for instance a product can last 15 years. In other segments , products may have a four or five year life span. Industrial products generally have a longer life span than consumer product. When the new product are introduced the firm has to extend the liberal credit policy till the such time product catches the market and even afterwards the policy has to continue to maintain customers. This naturally increases the size of accounts receivables.

3.3.7 Control of Account Receivable

The following are the important approaches undertaken for controlling the accounts receivable:

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I. Traditional Approach

a. Ageing Schedule Techniques

b. Days Sales Outstanding

II. Modern Approach :

a. Control of Average Collection Period

b. Determination of Cost of Goods Sold

c. Control of Discount Facilities

d. Control of Administrative cost, Collection cost and bad Debts

I. Traditional Approach : Traditionally tow approaches has been developed for controlling accounts receivables such as :

a. Ageing schedule Technique: A firm has to control the level of sales with each alternative for the age of receivables . This technique classifies the outstanding debtors at a given point of time into different age groups . Usually the greater the age of the receivables the greater is the level of credit sales. Many concerns prepare this schedule at periodic intervals for the purpose of controlling quality of individuals account receivables.

For Example

Age Classes	% of Account Receivable (Debtors)
0-30	29%
31-60	48%
61-90	17%
91 and More	7%

The ageing schedule of a firm is compared with some standard ageing schedule to find out whether the debtors are in control or not.

b) Day's Sales outstanding (DSO Approach) : This technique refers to the ratio of the outstanding debtors at a given point of time to average daily sales figure during the preceding a month, 2 months or 3 months etc. Day's sales outstanding may be determined by using given below formula;

Days sales Outstanding (DSO)= Debtors at a given time/ Average Daily Sales

II Modern Approach

a. Control of Average collection period: This approach involves preparation of statement which reflects the pattern of collection from account receivable associated with credit sales. It is necessary for a firm to control its average collection period. Many

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concern not a days have adopted this method to control the percentage of those likely to make late payments.

b. **Determination of Cost of good sold:** while the level sales: it is essential for a firm to determine the cost of goods sold which have been sold. Suppose this cost is 60% of the sales when sales level is Rs-17 lakhs .It may reduced to 55% of the sales level is increased to Rs-23 lakhs.It would be better for the firm to decide to keep the level of sales Rs- 23 lakhs in order to take fullest advantages of the efficient utilization of plant and machinery.

c. **Control of Administration costs, collection cost and Bad Debts:** A firm maintains a detailed accounts and records of the cost of administration , collection and bad debts losses for different credit policies. An increase in the size of receivables is likely to setup administrative and collection costs and bad debts losses.

3.4 SUMMERY

Liquidity management takes one of two forms based on the definition of liquidity. One type of liquidity refers to the ability to trade an asset, such as a stock or bond, at its current price. The other definition of liquidity applies to large organizations, such as financial institutions. Banks are often evaluated on their liquidity, or their ability to meet cash and collateral obligations without incurring substantial losses. In either case, liquidity management describes the effort of investors or managers to reduce liquidity risk exposure. Account receivable are the money receivable in some future date for the credit sale of goods and services at present. These days, most business transactions are in credit. Most companies, when they face competition, use credit sales as an important tool for sales promotion. As a sales promotion tool, credit sale enhances firm's sales revenue and ultimately pushes up the profitability. But after the credit sale has been made, the actual collection of cash may be delayed for months.

3.5 KEY WORDS

Inventory control, Types of Inventory, Techniques of Inventory, Receivable Management, Importance of Receivable Management , objectives and factors affecting Receivable Management

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3.6 SELF ASSESSMENT QUESTIONS

1. Define Inventory control and discuss Factors Affecting Volume of Inventory
2. Explain the important techniques of Inventory control management.
3. Define the objectives and importance of Receivable management in the organization
4. What you mean by Account Receivable? Explain the factors that govern the account receivable

Short Note

1. EOQ model
2. Credit Policy
3. Types of Inventory
4. Factoring

3.7 REFERENCE

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UNIT - IV
CORPORATE RESTRUCTURING AND BUSINESS COMBINATION

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4.0 AIM AND OBJECTIVE

1. To study concept &characteristics of corporate Structuring
2. To study the forms of corporate restructuring
3. To understand the motives behind business Combination
4. To understand how corporate restructuring is carried out internally in the firm for making it more profitable and viable.

4.1 INTRODUCTION AND MEANING

One of the most high-profile features of the business and investment worlds is corporate restructuring. There are primarily two ways of growth of business organization, i.e. organic and inorganic growth. Organic growth is through internal strategies, which may relate to business or financial restructuring within the organization that results in enhanced customer base, higher sales, increased revenue, without resulting in change of corporate entity.. Inorganic growth provides an organization with an avenue for attaining accelerated growth enabling it to skip few steps on the growth ladder. Restructuring through mergers, amalgamations etc constitute one of the most important methods for securing inorganic growth.

The business environment is rapidly changing with respect to technology, competition, products, people, geographical area, markets, customers. It is not enough if companies keep pace with these changes but are expected to beat competition and innovate in order to continuously maximize shareholder value. Inorganic growth strategies like mergers, acquisitions, takeovers and spinoffs are regarded as important engines that help companies to enter new markets, expand customer base, cut competition, consolidate and grow in size quickly, employ new technology with respect to products, people and processes. Thus the inorganic growth strategies are regarded as fast track corporate restructuring strategies for growth.

The corporate restructuring has gained considerable importance in the recent past all over the world due to intense competition, globalization and technological changes.M&A are the most popular means of units and assets etc. M&A are the most popular means of corporate restructuring or business combination.They have played an important role in the external growth of a number of leading companies the world over.In the united states ,the first merger wave occurred between 1890 and 1904 and the second began at the end of the world war I and continued through the 1920s.The third merger wave commenced in the latter part of world warIIand continues to the present day.

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In India about 1180 proposals for amalgamation of corporate bodies involving about 2400 companies were filed with the high courts during 1976-86. These formed 6 per cent of the 40,600 companies at work at the beginning of 1976.In the year 2003-04, there are 834 mergers and acquisitions deals involved Rs-35980 crore. Mergers and acquisitions the way in which they are understood in the western countries, have started taking place in India in the recent years. A number of mega mergers and hostile takeovers could be witnessed in India now.

In the case of merger and acquisition, the potential acquiring firm has to deal with the management and shareholders of the other firm. Corporate restructuring is carried out internally in the firm with the consent of its various stakeholders. Corporate restructuring has gained considerable importance due to the following reasons:

- Intense competition
- Globalization
- Technological change
- Initiation of structural reforms in Industry due to LPG
- Foreign Investment

It involves significant re-orientation, re-organization or realignment of assets and liabilities of the organization through conscious management action to improve future cash flow stream. The term corporate restructuring may define as comprehensive process by which a company can consolidate its business operations and strengthen its position forachieving the desired objective. It involves significant reorientation or realignment of assets and liabilities of the organization through conscious management actions with the objective of drastically altering the quality and quantity of future cash flow. The very objective of corporate restructuring is to fight competition and to conduct the business in an efficient and effective manner, so as to consolidate the position of the business. Corporate restructuring embraces many things besides mergers. It can be understood as any change in capital structure, operations, size or ownership that is outside the ordinary course of business. Such things as mergers, acquisition, joint ventures, sell-offs, spin-offs, split-ups, LBO's, MBO's , divestitures, going private, buyback of shares,etc are some examples of corporate restructuring.

Meaning

Corporate restructure sing is an episodicexercise, not related to investment in new plant and machinery which involve a significant change in one or more of the following;

- Pattern of ownership and control
- Composition of liability
- Asset mix of the firm

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It is a comprehensive process by which a company can consolidate its business operations and strengthen its position for achieving the desired objectives;

- Staying
- Synergetic
- Competitive
- Successful

Restricting is the act of partially dismantling and reorganizing a company for the purpose of making it more efficient and therefore more profitable. It generally involves selling of portions of the company and making serve staff reductions. Restructuring is often done as part of a bankruptcy or of a takeover by another firm, particularly a leveraged buyout by private equity firm.

The rationale behind corporate restructuring is to conduct business operations in more efficient, effective and competitive manner in order to increase organization market value of share, brand power and synergies.

Definition of Corporate Restructuring

- Restructuring as per Oxford dictionary means "to give a new structure to, rebuild or rearrange". As per Collins English dictionary, meaning of corporate restructuring is a change in the business strategy of an organization resulting in diversification, closing parts of the business, etc, to increase its long-term profitability.
- Corporate restructuring is defined as the process involved in changing the organization of a business.
- Corporate restructuring can involve making dramatic changes to a business by cutting out or merging departments. It implies rearranging the business for increased efficiency and profitability.
- In other words, it is a comprehensive process, by which a company can consolidate its business operations and strengthen its position for achieving corporate objectives-synergies and continuing as competitive and successful entity.

Characteristics

The selling of portions of the company, such as division that is o longer profitable or which has distracted management form its core business, can greatly improve the company's balance sheet. Staff reduction are often accomplished partly through the selling or closing unprofitable portions of the company and partly by consolidating or outsourcing parts of the company that perform redundant functions left over from old acquisitions that were never fully integrated into the parent organizations.

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Other characteristics of restructuring can include;

- Changes in corporate management
- Retention of corporate management
- Sale of under assets
- Outsourcing of operations such as payroll and technical support to a more efficient third party;
- Moving operations such as manufacturing to lower -cost locations
- Reorganization of functions such as sales,marketing and distribution
- Renegotiation of labor contracts to reduce overhead
- Refinancing of corporate debt to reduce interest payments.
- Forfeiture of all or part of the ownership share by pre structuring stock holders.

Need and rational of restructuring is

- To Flatten organization so that it could encourage culture of initiatives and innovations
- To increased focus on core areas of work and to get closer to the customer
- To reduce cost /reduce level of hierarchy /reduce communication delay
- To reshape the organization for the new era
- To develop organization on the guidelines of consultant /stake holder

4.2 OBJECTIVES OF CORPORATE STRUCTURING

The following are some of the objectives behind corporate restructuring.

1. **Growth:** Growth may essential to any company to survive in the market place, to maintain leadership and to increase the market share. Growth is measured in terms of sales, profits and assets. Increase in assets are needed to increase the sales, which in turn increases, the profits of the company.

   Growth strategies; A company may grow by;

   - Increasing the sales to the current customers
   - Pulling the customers from competitors
   - Converting the non-user into users
   - Adding new channels of distribution and
   - Entering new geographical area.

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A company may grow by means of mergers and acquisitions or by internal expansion

2. **Technology:** The fast change in the technology makes it obligatory for the technologically weak firms to enter into technological collaboration with other firms.

3. **Government policy:** In order to adapt itself to changed environment, a firm may go for corporate restructuring.

4. **To reduce dependency on others:** for raw material or finished goods a company may go for forward and backward integration.

Corporate Restructuring aims at different things at different times for different companies and the single common objective in every restructuring exercise is to eliminate the disadvantages and combine the advantages. The various needs for undertaking a Corporate Restructuring exercise are as follows:

i. To focus on core strengths, operational synergy and efficient allocation of managerial capabilities and infrastructure.

ii. Consolidation and economies of scale by expansion and diversion to exploit extended domestic and global markets.

iii. Revival and rehabilitation of a sick unit by adjusting losses of the sick unit with profits of a healthy company.

iv. Acquiring constant supply of raw materials and access to scientific research and technological developments.

v. Capital restructuring by appropriate mix of loan and equity funds to reduce the cost of servicing and improve return on capital employed.

vi. Improve corporate performance to bring it at par with competitors by adopting the radical changes brought out by information technology.

Important aspects to be considered while planning or implementing corporate restructuring strategies

The restructuring process requires various aspects to be considered before, during and after the restructuring. They are

- Valuation & Funding
- Legal and procedural issues
- Taxation and Stamp duty aspects
- Accounting aspects
- Competition aspects etc.
- Human and Cultural synergies

Motives behind Business Combination

(i) **Wasteful Competition:** Competition, which is said to be the 'salt of trade', by going too far, becomes a very powerful instrument for the

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inception and growth of business combinations. In fact, competition, according to Haney, is the major driving force, leading to the emergence of combinations, in industry.

(ii) **Economies of Large-Scale Organization:** Organization of production on a large scale brings a large number of well-known advantages in its wake – like technical economies, managerial economies, financial economies, marketing economies and economies vis-a-vis greater resistance to risks and fluctuations in economic activities. Economies of large scale operations, thus become, a powerful force causing increased race for combinations.

(iii) **Desire for Monopoly Power:** Monopoly, a natural outcome of combination, leads to the control of market and generally means larger profits for business concerns. The desire to secure monopolistic position certainly prompts producers to join together less than one banner.

(iv) **Business Cycles:** Trade cycles, the alternate periods of boom and depression, lead to business combinations. Boom period i.e. prosperity period leading to an unusual growth of firms to reap rich harvest of profits results in intense competition; and becomes a ground for forming combinations. Depression, the times of economic crisis-with many firms having to only option to close down-prompts business units to combine to ensure their survival.

(v) **Joint Stock Companies:** The corporate form of business organization is a facilitating force leading to emergence of business combinations. In joint stock companies, control and management of various corporate enterprises can be concentrated, in a 'small group of powerful persons through acquiring a controlling amount of shares of different companies

(vi) **Influence of Tariffs:** Tariffs have been referred to as "the mother of all trusts". (A trust is a form of business combinations). Tariffs do not directly result in combinations; they prepare the necessary ground for it. In fact, imposition of tariffs restricts foreign competition; but increases competition among domestic producers. Home producers resort to combinations, to protect their survival.

(vii) **Cult of the Colossal (or Respect for Bigness):**In the present-day-world, business units of bigger size are more respected than units of small size. Those who believe in the philosophy of power and ambition, compel small units to combine; and are instrumental in forming powerful business combinations, in a craze for achieving bigness.

(viii) **Individual Organizing Ability**:The scarcity of organizing talent has also induced the formation of combinations, in the business world.

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Many-a-times, therefore, combinations are formed due to the ambition of individuals who are gifted with organizing ability. The number of business units is far larger than the skilled business magnates; and many units have to combine to take advantage of the organizing ability of these business brains.

4.3. TOOLS OF CORPORATE RESTRUCTURING

The various forms of corporate restructuring are describing in this sub section of this Unit.

4.3.1 Combination

In simple words combination means combining several things into a united whole. Combination may take the form of mergers, acquisitions, amalgamations, holding company device etc.

4.3.2 Mergers

A merger is said to occur when two or more companies combine into one company. Mergers may take any of the following forms:

(i) **Absorption:** absorption is a combination of two or more companies into an existing company. In this case there should be at least one liquidation and no formation of a new company. All the companies except one company go into liquidation. Or in other words one existing company absorbs all other companies which are liquidated for the purpose.

For example: Book bond Lipton India ltd was absorbed by Hindustan Lever Ltd.

(ii) **Amalgamation:** ordinarily amalgamation means merger. Here two or more companies are liquidated and a new company is formed to take over the business in existing companies.

For example: UTI Bank of Global Trust Bank will be amalgamated and a new company called UTI Bank will be formed.

Mergers may be

a. **Horizontal Merger:** It is a merger of two or more companies that compete in the same industry. It is a merger with a direct competitor and hence expands as the firm's operations in the same industry. Horizontal mergers are designed to achieve economies of scale and result in reduce the number of competitors in the industry.

b. **Vertical Merger:** It is a merger which takes place upon the combination of two companies which are operating in the same

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industry but at different stages of production or distribution system. If a company takes over its supplier/producers of raw material, then it may result in backward integration of its activities. On the other hand, Forward integration may result if a company decides to take over the retailer or Customer Company. Vertical merger provides a way for total integration to those firms which are striving for owning of all phases of the production schedule together with the marketing network

c. **Co generic Merger:** It is the type of merger, where two companies are in the same or related industries but do not offer the same products, but related products and may share similar distribution channels, providing synergies for the merger. The potential benefit from these mergers is high because these transactions offer opportunities to diversify around a common case of strategic resources.

d. **Conglomerate Merger:** These mergers involve firms engaged in unrelated type of activities i.e. the business of two companies are not related to each other horizontally nor vertically. In a pure conglomerate, there are no important common factors between the companies in production, marketing, research and development and technology. Conglomerate mergers are merger of different kinds of businesses under one flagship company. The purpose of merger remains utilization of financial resources enlarged debt capacity and also synergy of managerial functions. It does not have direct impact on acquisition of monopoly power and is thus favoured throughout the world as a means of diversification.

4.3.3 Demerger

Demerger or split or division of a company is opposite of mergers and amalgamations.This happens when a part of the undertaking is transferred to a newly formed company or to an existing company . The size of the first company after demerger would reduce.

4.3.4 Acquisition

Acquisition means acquiring the ownership in the company. Here one company/individual purchases the shares of a company in order to gain controlling interest.in acquisition the companies remain independent separate legal entities, but there may be change in the control of companies. It is not always necessary to have 50% voting power to control a company. The promoter's control may of the companies in India by having only 10-30% of the voting rights.

4.3.5 Strategic Alliance

Alliance is an approach in which two or more companies agree to pool their resources together to form a combined force in the marketplace. Unlike a merger, an alliance does not involve the emergence of a new combined entity. Each

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participant in the alliance retains their individual entity but choose to compete against competitors as a unified business force. Example :- Apple & IBM

To quote IBM, its new partnership with Apple "brings together the analytics and enterprise-scale computing of IBM with the elegant user experience of iPhone and iPad to deliver a new level of value for businesses"

As such, defined simply, alliances are less risky than acquisitions because they are negotiable, co-operative and easier to walk away from. They bring two firms together with mutual interests but different strengths to work on particular projects that offer benefit to both.

4.3.5.1 Factors to be considered in an Alliance

- Understand that alliances are different from M&A: Alliances are a distinctive form of corporate control and entities have to understand the strategic objective before going for an alliance. Thus they should be strategically driven.
- Put alliances in growth strategy: Organization's try to place alliances in their growth strategy.
- Alliances may fail: History has proved that even marriages that were meant to be "eternal" have failed. Companies should be drawn away by unfortunate alliances and should mitigate this risk by entering into multiple alliances.
- Review the alliance performance: Companies should periodically review the performance of alliances. The continuity in the particular alliance would be solely driven on the basis of performance.
- Have a systematic entry & exit strategy: It is critical to have a standard alliance entering strategy laying out the criteria to be adopted in partner selection etc. Moreover when it comes to exciting it is necessary to have clarity in understanding the outcomes in terms of losses/gains in the alliance.

4.3.6 Joint -Ventures

Joint ventures are enterprises owned by two or more participants . They are formed for special purpose for a limited duration. It is a contact between 2 parties to work together for a specified period of time Each party expects to gain form the business and must make a contribution also.

a. **Project based Joint venture:** The joint venture entered into by the companies in order to achieve a specific task is known as project based JV.

b. **Functional based Joint venture:** The joint venture entered into by the companies in order to achieve mutual benefit is known as functional based JV.

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Example: In GM Toyota joint venture, GM hoped to gain from the new experienced in the Japanese management techniques in building high-quality low-cost cars. Toyota was seeking to learn from GM the management traditions that made it the number 1 auto producer in the world. To some extent joint ventures represents a relatively new trust by each participant, so it is often called a strategic alliance. Joint Ventures may also form when a small firm with a new product idea that involves high risk and requires relatively large amount of capital join with a large firm, which is strong in finance and promising growth and profitability record. If these two partners forms a joint venture it would be mutually beneficial to both of them. In case of any joint venture each participant hopes to gain as much as possible from the interaction.

4.3.6.1 Reasons for Joint Ventures

The following are the important reasons for the formation of joint ventures:

- To augment insufficient financial or technical ability to enter a particular line of business.
- To share technology and management skills in organization, planning and control.
- To diversity the risk by engaging in the production of different things in different locations
- To obtain distribution channel or raw material supply
- To achieve economies of scale.
- To take advantage of favorable tax treatment or political incentives.

4.3.6.1 Benefits of Joint Venture

In recent days business firms go for corporate restructuring in the form of joint venture as it provides certain tangible benefits to both the companies in the following way;

- Combining complementary R&D or technologies
- Efficient commercialization of technology or business concept
- Developing or acquiring marketing or distribution expertise
- Sharing of scientist or professionals with unique skills
- Financial support or sharing of economic risk
- Acceleration of revenue growth
- Ability to increase profit margins
- Expansion of new domestic market.
- New product development

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4.3.7 Takeover

Takeover is acquisition and both the term are used interchangeably Takeover is also defined as obtaining of control over the management of a company by another. The term takeover is normally used to denote hostile takeover. In hostile takeover the management of the Target company opposes the takeover. When the management of both the companies mutually and willingly agree for the takeover, it is called friendly takeover or acquisition.

a. Friendly takeover: In this type, one company takes over the management of the target company with the permission of the board.

b. Hostile takeover: In this type, one company takes over the management of the target company without its knowledge and against the wish of their management.

4.3.8 Sell -Offs

A sell off is the outright sale of a company subsidiary. Normally, sell -offs are done because the subsidiary doesn't fit into the parent company's core strategy.The market may be undervaluing the combined businesses due to a lack of synergy between the parent and subsidiary. As a result, management and the board decide that the board decide that the subsidiary is better off under different ownership.It is usual practice of corporate to sell -off which is to divest unprofitable or less profitable business so as to avoid further drain on its resources. On the other hand, some companies may also resort to sell non-core business, though profitable, in order to ease their liquidity problems.

Besides getting rid of an unwanted subsidiary, sell-offs also raise cash, which can be used to pay off debt. In the l980s and early 1990s corporate raiders would use debt to finance acquisitions. Then, after making a purchase they would sell-off its subsidiaries to raise cash to service the debt. The raiders method certainly makes sense if the sum of the parts is greater then the whole. When it isn't, deals are unsuccessful.

4.3.9 Spin-Off

The creation of an independent company is through the sale or distribution of new shares of an existing business/division of a parent company. It is a kind of de-merger when an existing parent company transforms into two or more separately re-organized different entity. The parent company distributes all the shares it owns in a controlled subsidiary to its own shareholder on a pro-rata basis. In this process, the parent company gains effect to making tow of the one company. It may be in the form of subsidiary or a separate company. There is no money transaction in spin off. The transaction is treated as stock dividend and tax-free exchange. Both companies exist and carry on business. It does not alter ownership proportion in any company.

The newly created entity becomes an independent company taking its own decision and developing its own policies and strategies, which need not

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necessarily, be the same as those of the parent company. Spin-off is necessary for a company having brand equity or multi-product company enters into collaboration with a foreign company. Businesses wishing to Streamline their operations often sell less productive or unrelated subsidiary businesses as spin-offs. The spun-off companies are expected to be worth more as independent entities than as parts of a larger business.

Business wishing to streamline their operations often sell less productive or unrelated subsidiary businesses as spin-offs. The spun-off companies are expected to be worth more as independent entities than as parts of a larger business.

4.3.10 Divestitures

Divestiture is a transaction through which a firm sells a portion of its assets or a division to another company. It involves selling some of the assets or division for cash or securities to a third party which is an outsider. These assets may be in the form of plant, division or product line, subsidiary and so on. The divestiture process is a form of contraction for the selling company and means of expansion for the purchasing company. for a business, divestiture is the removal of assets from the books. Businesses divest by the selling of ownership stakes, the closure of subsidiaries, the bankruptcy of divisions, and so on.

The buyers benefit due to low acquisition cost of a completely established product line which is easy to combine in his existing business and increase his profit and market share. The seller can concentrate after divestiture more on profitable segment and consolidate its business activities. The motive for divestiture is to generate cash for the expansion of other product lines , to get rid of poorly performing operation, to streamline the corporate firm or to restructure the company's business consistent with its strategic goals. Divestiture enables the selling firm to have more lean and focused operation. This in turn ,helps the selling company to increase its efficiency and profitability and also helps to create more value for its shareholders.

4.3.11 Slump sale

'slump sale' is nothing but transfer of a whole or part of business concern as a going concern; lock, stock and barrel. As per section 2(42C) of Income -tax Act 1961, 'slump sale' means the transfer of one or more undertakings as a result of the sale for a lump sum consideration without values being assigned to the individual assets and liabilities in such sales.

'Undertaking' has the same meaning as in Explanation 1 to section 2(19AA) defining 'demerger'. As per Explanation 1 to section 2(19AA), 'undertaking' shall include any part of an undertaking or a unit or division of an undertaking or a business activity taken as a whole, but does not include individual assets or liabilities or any combination thereof not constituting a business activity.

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Explanation 2 to section 2(42C) clarifies that the determination of value of an asset or liability for the payment of stamp duty, registration fees, similar taxes, etc. shall not be regarded as assignment of values to individual assets and liabilities. Thus, if value is assigned to land for stamp duty purposes, the transaction will be a qualifying slump sale under section 2(42C)

A sale in order to constitute a slump sale must satisfy the following quick test:

1. Business is sold off as a whole and as a going concern
2. Sale for a lump sum consideration
3. Materials available on record do not indicate item-wise value of the assets transferred.

4.3.11.1 Taxability of gains arising on slump sale

Section 50B of the Income-tax Act, 1961 provides the mechanism for computation of capital gains arising on slump sale. On a plain reading of the Section, some basic points which arise are:

1. Section 50B reads as 'Special provision for computation of capital gains in case of slump sale'. Since slump sale is governed by a 'special provision', this section overrides all other provisions of the Act.
2. Capital gains arising on transfer of an undertaking are deemed to be long-term capital gains. However, if the undertaking is 'owned and held' for not more than 36 months immediately before the date of transfer, gains shall be treated as short-term capital gains.
3. Taxability arises in the year of transfer of the undertaking.
4. Capital gains arising on slump sale are calculated as the difference between sale consideration and the net worth of the undertaking. Net worth is deemed to be the cost of acquisition and cost of improvement for section 48 and section 49 of the Act.
5. As per section 50B, no indexation benefit is available on cost of acquisition, i.e., net worth.
6. In case of slump sale of more than one undertaking, the computation should be done separately for each undertaking.

'Net Worth'Net worth is defined in Explanation 1 to section 50B as the difference between 'the aggregate value of total assets of the undertaking or division' and 'the value of its liabilities as appearing in books of account'. This amendment has made it clear that the slump sale provisions apply to a non-corporate entity also.

The 'aggregate value of total assets of the undertaking or division' is the sum total of:

1. WDV as determined u/s.43(6)(c)(i)(C) in case of depreciable assets.
2. The book value in case of other assets.

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4.3.11.2 Companies Act implications

Section 180 of the Companies Act, 2013 imposes restrictions on the powers of the Board. One of the restrictions is 'to sell, lease or otherwise dispose of the whole or substantially the whole of the undertaking of the company or where the company owns more than one undertaking, of the whole or substantially the whole of any of such undertakings.'

Therefore, in case of slump sale, section 180 shall get attracted and a special resolution of the members shall be required. For the purpose of this section, 'undertaking' shall mean an undertaking in which investment of the company exceeds 20% of its net worth or which generates 20% of the total income. 'Substantially the whole of the undertaking' shall mean 20% or more of the value of undertaking.

4.3.12 Divestment

Definition of Disinvestment At the very basic level, disinvestment can be explained as follows:

- "Investment refers to the conversion of money or cash into securities, debentures, bonds or any other claims on money. As follows, disinvestment involves the conversion of money claims or securities into money or cash."
- Disinvestment can also be defined as the action of an organisation (or government) selling or liquidating an asset or subsidiary. It is also referred to as 'divestment' or 'divestiture.'
- In most contexts, disinvestment typically refers to sale from the government, partly or fully, of a government-owned enterprise.
- A company or a government organisation will typically disinvest an asset either as a strategic move for the company, or for raising resources to meet general/specific needs.

4.3.12.1 Objectives of Disinvestment

The new economic policy initiated in July 1991 clearly indicated that PSUs had shown a very negative rate of return on capital employed. Inefficient PSUs had become and were continuing to be a drag on the Government's resources turning to be more of liabilities to the Government than being assets. Many undertakings traditionally established as pillars of growth had become a burden on the economy. The national gross domestic product and gross national savings were also getting adversely affected by low returns from PSUs. About 10 to 15 % of the total gross domestic savings were getting reduced on account of low savings from PSUs. In relation to the capital employed, the levels of profits were too low. Of the various factors responsible for low profits in the PSUs, the following were identified as particularly important:

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- Price policy of public sector undertakings
- Under–utilisation of capacity
- Problems related to planning and construction of projects
- Problems of labour, personnel and management
- Lack of autonomy

Hence, the need for the Government to get rid of these units and to concentrate on core activities was identified. The Government also took a view that it should move out of non-core businesses, especially the ones where the private sector had now entered in a significant way. Finally, disinvestment was also seen by the Government to raise funds for meeting general/specific needs.

4.3.12.2 Importance of Disinvestment

Presently, the Government has about Rs. 2 lakh crore locked up in PSUs. Disinvestment of the Government stake is, thus, far too significant. The importance of disinvestment lies in utilization of funds for:

- Financing the increasing fiscal deficit
- Financing large-scale infrastructure development
- For investing in the economy to encourage spending
- For retiring Government debt- Almost 40-45% of the Centre's revenue receipts go towards repaying public debt/interest
- For social programs like health and education

Disinvestment also assumes significance due to the prevalence of an increasingly competitive environment, which makes it difficult for many PSUs to operate profitably. This leads to a rapid erosion of value of the public assets making it critical to disinvest early to realize a high value.

4.3.13 Franchise

Franchising is basically a right which manufacturers or businesses give to others. This right allows the beneficiaries to sell the products or services of these manufacturers or parent businesses. These rights could even be in terms of access to intellectual property rights. The individual or business that grants the right to the franchise is called the franchisor, while the beneficiary of the right is called the franchise.

Franchising is a business marketing strategy to cover maximum market share. Franchising is a business relationship between two entities wherein one party allows another to sell its products and intellectual property. For example, several fast food chains like Dominos and McDonalds operate in India through franchising

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4.3.13.1 Being Acquired

There are certain steps a franchisor can take ahead of time if the brand is looking to be acquired by another company. First, the franchise will want to make itself seem as valuable as possible to potential buyers. Classic signs of a juicy acquisition target include having an experienced management team that's not overly dependent on one person, having consistent revenue and profit growth, reducing revenue concentration risk by avoiding reliance on too small a number of clients or customers, having strong products and services that lead their respective industry, and erecting high barriers to entry for competitors.

It is recommended that a franchisor looking to exit its business and be acquired outline a strategy up to three years in advance, giving the franchise time to implement any changes necessary to make the business more attractive to prospective buyers. A franchisor can hire a public relations firm to get positive media coverage of its business. It can make sure all intellectual property of the franchise is protected by trademarks and patents, and consider registering the property in other countries if international expansion is a possibility. The franchisor can make sure the financial side of its business is well ordered and transparent, and can put together a solid management team, enticing management to commit to remaining with the company after the sale by properly structuring their employment contracts.

While the franchise has control over these steps, there may be macroeconomic changes that are out of the franchisor's hands, such as recessions, industry changes, or major geopolitical events. However, putting the franchise in a strong position will help to weather these events as well as possible. Franchisors looking to be bought should contact an investment banker early in the process to plot out a strategy

4.3.13.2 Acquiring a Franchise

There are several reasons for franchises to consider acquiring another franchise. It could give them the opportunity to add new products without the risk or cost of developing these offerings internally. It could help the buyer add new markets, geographically or demographically speaking, with an already strong existing brand. Acquiring a franchise supplier or distributor could build efficiency through vertical integration. Acquisitions can also help a franchise develop sufficient scale to compete with a larger rival more effectively.

1. A franchisor looking to merge with or acquire another company first has to find a target. Some qualities that a franchisor should look for in a potential target include
2. those companies operating in industries with growth potential,
3. companies with ironclad franchise agreements with their franchisees,
4. companies which are not tangled in complex litigation,
5. companies with high levels of customer satisfaction and brand loyalty,

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6. companies with protected proprietary products and services and
7. companies already interested in selling.

Once a franchisor thinks it has found a target, it should analyze a number of factors regarding that franchise. The acquiring company should break down the strength of the target's trademarks, the quality of the target's sales staff, the quality of the target's training and operations manuals and other support systems, the performance of company-owned units (if any) and the strength of the relationship between franchisor and franchisees.

If the franchisor decides it wants to proceed with the acquisition, there are a number of questions its legal and financial representatives will want answered during the due diligence phase, thereby making sure the acquisition is both smart and legal.

4.4 RESTRUCTURING TECHNIQUES

Forms of Corporate Restructuring These are discussed below –

1. **Portfolio Restructuring -** It includes significant changes in the mix of assets owned by a firm or the lines of business in which a firm operates, including liquidation, divestures, asset sales and spin-offs. Company management may restructure its business in order to sharpen focus by disposing of a unit that is peripheral to their core business and in order to raise capital or rid itself of a languishing operation by selling off a division. Moreover, a company can involve on an aggressive combination of acquisition and divestures to restructure its portfolio.
2. **Financial Restructuring** - Financial structure refers to the allocation of the corporate flow of funds cash or credit – and to the strategic or contractual decision rules that direct the flow and determine the value added and its distribution among the various corporate constituencies. It includes significant changes in the capital structure of a firm, including leveraged buyouts, leveraged recapitalizations and debt for equity swaps, mergers, acquisitions, joint ventures, strategic alliances, etc. The elements of the corporate financial structure include the scale of the investment base, the mix between active investment and defensive reserves, the focus of investment (choice of revenue source), the rate at which earnings are reinvested, the mix of debt and equity contracts, the nature, degree and cost of corporate oversight (overhead), the distribution of expenditures between current and future revenue potential, and the nature and duration of wage and benefit contracts. Financial restructuring generates economic value.

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A company is required to balance between its debt and equity in its capital structure and the funding of the resulting deficit. The targets a company sets in striking this balance are influenced by business conditions, which seldom remain constant. When, during the life time of a company, any of the following situations arise, the Board of Directors of a company is compelled to think and decide on the company's restructuring:

Need of Financial Restructuring

a. necessity for injecting more working capital to meet the market demand for the company's products or services;

b. when the company is unable to meet its current commitments;

c. When the company is unable to obtain further credit from suppliers of raw materials, consumable stores, bought-out components etc. and from other parties like those doing job work for the company.

d. When the company is unable to utilise its full production capacity for lack of liquid funds. Financial restructuring of a company involves rearrangement of its financial structure so as to make the company's finances more balanced.

3. **Organizational Restructuring** -Organizational restructuring includes significant changes in the organizational structure of a firm, including redrawing of divisional boundaries, flattening of hierarchic levels, spreading the span of control, reducing product diversification, revising compensation, streamlining processes, reforming governance and downsizing employment. It is observed that layoffs reforming unaccompanied by other organizational changes tend to have a negative impact on performance. Downsizing announcements combined with organizational restructuring are likely to have a positive, though small effect on performance.

4. **Technological Restructuring** - An alliance with other companies to exploit technological expertise is termed as technological restructuring

4.5 CONTRACTION

Contraction is the second form of restructuring. In the case of contraction, generally the size of the firm gets reduced. Contraction may take in the form of spin-off, split-off, divestitures, split-ups and equity-carved out.

1. **Spin-offs:** A spin-off occurs when a subsidiary becomes an independent entity. The parent firm distributes shares of the subsidiary to its shareholders through a stock dividend. Since this transaction is a dividend distribution, no cash is generated. Thus, spin-offs are unlikely to be used when a firm needs to finance growth or deals. Like

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the carve-out, the subsidiary becomes a separate legal entity with a distinct management and board. Like carve-outs, spin-offs are usually about separating a healthy operation. In most cases, spin-offs unlock hidden shareholder value. For the parent company, it sharpens management focus. For the spinoff company, management doesn't have to compete for the parent's attention and capital. Once they are set free, managers can explore new opportunities. Investors, however, should beware of throw-away subsidiaries the parent created to separate legal liability or to off-load debt. Once spin-off shares are issued to parent company shareholders, some shareholders may be tempted to quickly dump these shares on the market, depressing the share valuation.

2. **Split-offs:** In the case of split-off, a new company is created in order to takeover the operations of an existing division or unit of a company. A portion of the existing shareholders of the company obtains stocks in the subsidiary (i.e., the new company) in exchange for stocks of the parent company. As a result, the equity base of the parent company is reduced representing the downsizing of the firm. Thus, shareholding of the new entity (i.e., subsidiary) does not imply the shareholding of the parent company. In the case of a slit-off, there is no question of cash inflow to the parent company. 12 Mergers, Acquisitions and Corporate Restructuring.

3. **Divestures:** is the outright sale of a company subsidiary. Normally, sell-offs are done because the subsidiary doesn't fit into the parent company's core strategy. The market may be undervaluing the combined businesses due to a lack of synergy between the parent and subsidiary. As a result, management and the board decide that the subsidiary is better off under different ownership. Besides getting rid of an unwanted subsidiary, sell-offs also raise cash, which can be used to pay off debt. In the late 1980s and early 1990s, corporate raiders would use debt to finance acquisitions. Then, after making a purchase they would sell-off its subsidiaries to raise cash to service the debt. The raiders' method certainly makes sense if the sum of the parts is greater than the whole. When it isn't, deals are unsuccessful.

4. **Equity Carved:** outs more and more companies are using equity carve-outs to boost shareholder value. A parent firm makes a subsidiary public through an Initial Public Offering (IPO) of shares, amounting to a partial sell-off. A new publicly-listed company is created, but the parent keeps a controlling stake in the newly traded subsidiary. A carve-out is a strategic avenue a parent firm may take when one of its subsidiaries is growing faster and carrying higher valuations than other businesses owned by the parent. A carve-out generates cash because shares in the subsidiary are sold to the public, but the issue also unlocks the value of the subsidiary unit and enhances the parent's shareholder value.

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4.6 CASES OF CORPORATE STRUCTURE: TOP CORPORATE RESTRUCTURES IN INDIA

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1. **TATA STEEL-CORUS:** Tata Steel is one of the biggest ever Indian's steel company and the Corus is Europe's second largest steel company. In 2007, Tata Steel's takeover European steel major Corus for the price of $12.02 billion, making the Indian company, the world's fifth-largest steel producer. Tata Sponge iron, which was a low-cost steel producer in the fast developing region of the world and Corus, which was a high-value product manufacturer in the region of the world demanding value products. The acquisition was intended to give Tata steel access to the European markets and to achieve potential synergies in the areas of manufacturing, procurement, R&D, logistics, and back office operations.

2. **VODAFONE-HUTCHISON ESSAR:** Vodafone India Ltd. is the second largest mobile network operator in India by subscriber base, after Airtel. Hutchison Essar Ltd (HEL) was one of the leading mobile operators in India. In the year 2007, the world's largest telecom company in terms of revenue, Vodafone made a major foray into the Indian telecom market by acquiring a 52 percent stake in Hutchison Essar Ltd, a deal with the Hong Kong based Hutchison Telecommunication International Ltd. Vodafone main motive in going in for the deal was its strategy of expanding into emerging and high growth markets like India. Vodafone's purchase of 52% stake in Hutch Essar for about $10 billion. Essar group still holds 32% in the Joint venture.

3. **INDALCO-NOVELIS:** The Hindalco Novelis merger marks one of the biggest mergers in the aluminum industry. Hindalco industries Ltd. is an aluminum manufacturing company and is a subsidiary of the Aditya Birla Group and Novelis is the world leader in aluminum rolling, producing an estimated 19percent of the world's flat-rolled aluminum products. The Hindalco Company entered into an agreement to acquire the Canadian company Novelis for $6 billion, making the combined entity the world's largest rolled-aluminum Novelis operates as a subsidiary of Hindalco.

4. **RANBAXY-DAIICHI SANKYO:** Ranbaxy Laboratories Limited is an Indian multinational pharmaceutical company that was incorporated in India in 1961 and Daiichi Sankyo is a global pharmaceutical company, the second largest pharmaceutical company in Japan. In 2008, Daiichi Sankyo Co. Ltd., signed an agreement to acquire the entire shareholders of the promoters of Ranbaxy Laboratories Ltd, the

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largest pharmaceutical company in India. Ranbaxy's sale to Japan's Daiichi at the price of $4.5 billion.

5. **ONGC-IMPERIAL ENERGY:** Oil and Natural Gas Corporation Limited (ONGC), national oil company of India. Imperial Energy Group is part of the India National Gas Company, ONGC Videsh Ltd (OVL). Imperial Energy includes 5 independent enterprises operating in the territory of Tomsk region, including 2 oil and gas producing enterprises. Oil and Natural Gas Corp. Ltd (ONGC) took control of Imperial Energy UK Based firm operating in Russia for the price of $1.9 billion in early 2009. This acquisition was the second largest investment made by ONGC in Russia.

6. **MAHINDRA & MAHINDRA- SCHONEWEISS:** Mahindra & Mahindra Limited is an Indian multinational automobile manufacturing corporation headquarters in Mumbai, India. It is one of the largest vehicles manufacturer by production in India. Mahindra & Mahindra acquired 90 percent of Schoneweiss, a leading company in the forging sector in Germany. The deal took place in 2007, and consolidated Mahindra's position in the global market.

7. **STERLITE- ASARCO:** Sterlite is India's largest non-ferrous metals and mining company with interests and operations in aluminum, copper and zinc and lead. Sterlite has a world class copper smelter and refinery operations in India. Asarco, formerly known as American Smelting and Refining Company, is currently the third largest copper producer in the United States of America. In the year 2009, Sterlite Industries, a part of the Vedanta Group signed an agreement regarding the acquisition of copper mining company Asarco for the price of $ 2.6 billion. The deal surpassed Tata's $2.3 billion deal of acquiring Land Rover and Jaguar. After the finalization of the deal Sterlite would become third largest copper mining company in the world.

4.7 SUMMARY

Companies undertake corporate restructuring to enhance the shareholders' value. A company that has been restructured effectively will generally be leaner, more efficient better organized and better focused on its core business. Corporate restructuring can take the forms of ownership restructuring, business restructuring and asset restructuring. A business Restructuring may take place through sale-off or spin-off involves transfer of the business or asset to an outside. Spin off usually takes the form of a subsidiary company and does amount to change in shareholding. Shareholders of the erstwhile entity hold shares of the sperate companies

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4.8 KEYWORDS

Corporate Structure, objectives and Motives behind Business Combination, Tools of corporate Restructuring, Restructuring Techniques; top corporate Restructuring in India.

4.9 SELF-ASSESSMENT QUESTIONS

1. Explain objectives and Motives behind for business Combination
2. Define various Tools used for Business Combination.
3. Which are the restructuring Techniques in Business Combination

Short Notes

1. Joint Venture
2. Demerger
3. Divestment
4. Forms of Contraction
5. Franchise

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UNIT - V
MERGERS AND ACQUISITION

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5.0 AIM AND OBJECTIVE

1. To understand the concept of merger and acquisition
2. Understand the various forms of mergers and motives behind M&A
3. To study the reason behind failure of M&A

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5.1 INTRODUCTION AND MEANING

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Profitable growth is one of the prime objectives of any business firm. Growth can be achieved internally or externally. Internal growth in assets, sales and profit stakes place when the firm introduces a new product or increases the capacity for the existing products, increasing the capacities and thereby achieving growth takes time and involves a lot of risk. Alternatively, business firms can suddenly increase their growth rate by acquisitions and mergers. With the increases in the industrialization and liberalization, there is freedom to the corporates to enter or exit the market. So the market has become more dynamic and competitive. As a result there is an increasing pressure on the market shares and profit margins of the existing companies. So, that business firms must strive hard to consolidate their positions an improve their positions in the market place. A firm may use mergers and acquisition to increase competitiveness and consolidate its positions.

With opening up on Indian economy, business firms have the freedom to free economy with lesser restrictions govt control and regulations on enterprises has to seek its own way through all possible avenues to reach the heights of success. In such economic conditions there should be no scope for inefficiencies in operations of the enterprises. Market forces continue to play the role and experienced entrepreneurs always remains in search of opportunities to take over lossmaking an sick units an to expand their operations and increases their market share. So the free economic environment plays a very important role in accelerating the mergers and acquisitions activities.

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Meaning

Mergers and acquisition are the most popular means of corporate restructuring. The current upswing in activity in the domestic market as well as the global markets proes that strong conceptual and technical skills are required for anyone working in the field . Mergers and acquisitions have happened in the history 100 years. Both America and Europe have experience the spectacular wave of mergers and acquisitions in recent days. In US the merger waves started

Between 1892-1904

At the end of world war, I

During later part of II world war and continues to the present day.

As a result of globalization, today the business firms are operating in highly competitive environment. In today's business world profitable growth constitutes one of the prime objectives of the business organizations . It can be achieved in two different methods;

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Internal

- Through the process of introducing or developing new products
- By expanding or enlarging capacity of the existing products

External

By acquisition of existing business firms in the form of mergers, acquisitions, amalgamations, takeovers, absorption, consolidation etc.

Both of the above methods have their own strengths and weakness. In the competitive world , the growth of the firm should be quick and sustainable. The internal growth usually involves a longer implementation period and also entails greater uncertainties. The external growth expedites the pace of growth as the acquired firm already has the facilities or market accepted products. Hence, a growing firm may be in constant search for identifying potential firms which may be merged. The firm will opt for merger if it maximizes the wealth of shareholders.

Merger and acquisition have become universal practice in the corporate world for securing survival, growth, expansion and globalization of the enterprises and achieving multitude of objectives. M&A have started taking place in India in recent years. A number of mega mergers and hostile takeovers could be witnessed in India now.

Meaning of Terms; these terminologies are frequently used in the corporate.

1. **Merger:** Merger is defined as a combination of two or more companies into a single company where one survives and the other lose their corporate existence. The survivor company acquired the assets as well as liabilities of the merged company or companies. Generally, the company which survives is the buyer which retains its identity and seller company is extinguished. All assets, liabilities and stock of one company stand transferred to Transferee company in consideration of payment in the form of equity, debt or cash modes.
2. **Amalgamation:** One or more companies may merge to form a new company. It contemplates a state of things under which two companies are so joined as to form a third entity. One company is absorbed into and blended with another company Act 1956 vides sector 394 and 396A, explain amalgamation which will be discussed separately under legal aspects of merger. However, the term will be used interchangeably with Merger whenever the circumstances would so require.
3. **Consolidation:** Consolidation is fusion of two existing companies into a new company in which both the existing companies extinguish. It is mixing up of the two companies to make them into a new one in which both existing companies lose their identity and ease to exists. in a narrow sense the term amalgamation and consolidation are sometimes used interchangeably.

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4. **Combination:** refer to mergers and consolidations as common term used interchangeably but carrying legally distinct interpretation All mergers and acquisition are business combination.

5. **Acquisition:** Acquisition is an act of acquiring effective control by one company over assets or management of another company, without any combination of companies. Thus in an acquisition two or more companies may remain independent separate legal entity but there may be changes in control of company.

6. **Takeover:** A takeover is acquisition and both the terms are used interchangeably. Takeover is nothing but obtaining of control over management of company by other. A company can have effective control over another by holding minority ownership. The process of take over is unilateral and the offer or company decides about the maximum price. Time taken in completion of transaction is less in take over than in mergers.

7. **Restructuring:** It is reorganizing through changing location of capital investment use of super technology and displacement of labor altering capital base etc. with a view to improve the performance.

8. **De-Merger or corporate split or Division :** It is just opposite to combination. Division of company takes place when part of its undertaking is transferred to newly formed company o to an existing company.

5.2 MOTIVES BEHIND MERGERS

The primary objective of merger and acquisition are diversification, market expansion, improving competitive position etc. Generally, two or more firms have to act for merger. One of them is the buyer and the other is the seller. Both these firms have motives for combination. A different rationale can be assigned at both individual and collective levels which influences sellers and buyers to opt for mergers and acquisitions.

5.2.1 The buyer's motives

a) To increase the valued of the firm's stock -that is mergers often lead to increase in stock price and price earnings ratio.

b) To increase the growth rate of the firm

c) To make potential profitable investment -a firm may make better use of funds by purchasing instead of ploughing the same funds into internal expansion.

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d) To improve the stability of the firm's earnings and sales. this is done by acquiring firms whose earnings and sales complement the firms peak and valleys.

e) To balance or fill out the product line.

f) To diversify the product line when the current product has reached their peak in the life cycle.

g) To reduce competition by purchasing a competitor.

h) To acquire a needful resource quickly, for high quality technology of highly innovative management.

i) To increase efficiency and profitability, especially if there is synergy between the two companies.

5.2.2 The seller's motives

a) The motivation for sellers are as follows;

b) To increase the value of the owners' stock and investment in the firm

c) To increase the firm's growth rate by receiving more resources from the acquiring company.

d) To acquire resources to stabilize operations and make them more efficient.

e) For tax reasons -if the firm is owned by a family or an individual a merger makes it easier to deal with estate tax problems.

f) To help diversify the owning family's holding beyond the present firm

g) To deal with top management problems such as management succession for an entrepreneur or dissension among to managers.

5.3 REASON FOR MERGER AND ACQUISITION

The following are important resons for mergers and acquisition of firms;

1. **Economies of Scale:** The combined firm can have larger volume of operations than the individual's firms. Thus, the combined firm can enjoy economics of scale.The optimum utilization of plant capacity is possible to combined entity resulting in fall in the average cost of the output. The average cost curve of a typical company is U shapes as shown below.The U shapedaverage cost curve indicate that the per unit cost decreases as the output is increased up to a ascertain level and thereafter the per unit cost also increases. The point at which the average cost is minimum is called optimum output. More firm which produces its output at the minimum average cost is known as optimum firms.To cut the long story short we can say that the mergers and

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acquisitions help the company to produce the goods more economically through the full utilization of plant capacities.

2. **Synergy:** Synergy is simply defined as 1+1= 11 phenomenon .The value of the company formed through merger will be more than the sum of the value of the individual companies just merged.

3. **Diversification of Risk:**Company's profits and cash flows fluctuate widely when it produces a single product. This increases the risk of a firm So a company experiencing wide fluctuations in the earnings may merge with another company whose earnings are of different nature. The merger of companies whose earnings are negatively correlated will bring stability in the earningsof the combined firm. So, diversification reduces the risk of the firm.

4. **Growth:** Growth is possible in Two ways i.e internal expansion of greenfield ventures or external expansion through mergers and acquisitions. Internal expansion is slow and takes time and also involves a lot of risk. Mergers and acquisitions help the company to grow quickly without any gestation period.

5. **Reduction in tax liability:** In some cases, tax shields may be the motivating factor for mergers.Under Income Tax Act there is provision for set off and carry forward of losses.A sick company may not be in a position to earn sufficient profits in future to take advantage of the carry forward provision.So a sick company with accumulated losses may like some profitable company to merge with it to take advantage of tax benefits. Even the sick companywithaccumulated losses may be merged with a profitable company and take advantage of income tax benefits with the approval of government .The following is the list of some companies along with the amount of tax benefits enjoyed.

6. **To increase market power and to kill competition:** The merger can increase the market share of merged firm.This increases the market power and makes the demand for the product of the firm less elastic.Mergers also help the company to reduce competition in the marketplace.Manymergers have been intended to kill the competition and to increase the market power.

   Example : Premier and Apollo Tyers

   Associated Cement Companies

   Tomco And HLL merger.

7. **Financial Synergy:** The following are the financial synergy available in the case of mergers.

8. **Better Credit worthiness:** This helps the company to purchase the goods on credit, obtain bank loan and raise capital in the market easily.

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9. **Reduces the cost of Capital:** The investors consider big films as safe and hence they expect lower rate of return for the capital supplied by them .So the cost of capital reduces after the merger.

10. **Increase the debt capacity:** After the merger the earning and cash flows become more stable than before. This increases the capacity of the company to borrow more funds.

11. **Increase the P/E ratio and value per share:** The liquidity and marketability of the security increases after the merger. The growth rate as well as earning of the firm will also increase due to various economies after the merger. So the investors are willing to pay higher price for the shares of the merged company. All these factors help the company to enjoy higher P/E in the market.

12. **Low flotation cost:** small companies have to spend higher percentage of the issued capital as flotation cost when compared to a big firm.

13. **Raising of capital :** After the merger due to increase in the size of the company and better credit worthiness and reputation,the company can easily raise the capital at any time.

5.4 ADVANTAGES OF MERGERS AND ACQUISITIONS

1. Maintaining or accelerating profitable growth of a company.
2. Enhancing profitability through cost reduction resulting from;
3. Economies of scale
4. Operating efficiency
5. Synergy
6. Diversifying the risk of the company by the way of acquiring the business of different income streams.
7. Reducing tax liability by the way of setting of accumulated losses or unabsorbed depreciation of one company against the profits of another enhancing the market
8. power of the company.

5.6 TYPES OF MERGERS

1. Horizontal Merger

This is the joining of two or more companies in same area of business. In this type of combination, two or more companies which are producing essentially

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the same product or providing the same services or which are in direct competition with each other join together. The main purpose of such mergers is to;

a) Economies of scale

b) Operational economies

c) Elimination of duplication facilities

d) Reduces competitions and number of companies

e) Reduction in investment in working capital, advertisement cost etc

f) To have greater access to channels of distribution

Examples

- Brook bond and Lipton India formed Brook Bond Lipton India Ltd
- Bank of Madhura was merged with ICICI Bank'
- Damodar Cement was merged with ACC
- Orissa power supply company merged with BSES Ltd.

2. Vertical Merger

It is process of joining of two or more companies involved different stages of the production or distribution of the same product or services. That is two or more companies which are engaged in the production of same goods or services but different d merged with ages of production or services join together.Merger of coal mining and Railway company is the best example in which new product/services which are complementary to existing product/services is added. The essential objectives of such merger are;

a) To ensure a ready market for the goods and services produced

b) To ensure a source of supply required for production of goods or services

c) To gain a strong position because of imperfect market of intermediary products, scarcity of resources

d) To control over product specification

Example

- Videocon Narmada Electronics ltd merged with Videocon International Ltd
- A Borjan Tea Estate was Merged with TATA Tea Ltd
- Gujarat Godrej innovative Chemical Ltd. Was merged with Godrej Soaps Ltd.
- The various types of Vertical combination are as explained below;
- Backward Integration

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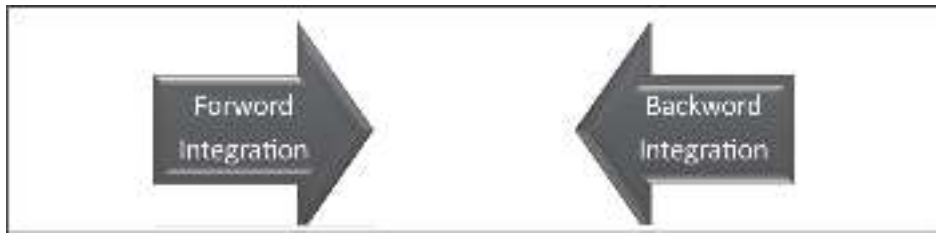

Foword Integration

I. **Backward Integration:** Such combination occurs when the firms acquire or crate a company that supplies the firm the raw materials or components and other inputs.

II. **Forward Integration:** Such combination occurs when the firms acquire or create a company that purchase its products / services.

The above concept of Integration of firms can be depicted as below;

3. Allied/ Lateral Merger

Lateral integration takes place when the firms producing different products which are related in some way come together.

- **Example:** When a company is producing ink, paper, case board, join with printing press, it is called lateral merger. Here different firms produce different goods but are related is someway come together.

4. Conglomerate Merger

This is joining of two or more companies whose businesses are not related with each other either vertically or horizontally. The companies involved in merger under this mode may be engaged in totally different lines of business. It

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is like manufacturing company acquiring Insurance company, Gujarat Gas ltd &Gujrat finance Co. Ltd .The basic objectives of conglomerate mergers are; The basic objectives of Conglomerate mergers are ;

a) Diversification of Activities

b) Reduction of Risk

c) Economies of large-scale operations

d) Financial stabilities

e) Increase in profits

f) Attain managerial competence

There are various types of conglomerate mergers in practice which are as follows;

I. Financial Conglomerate: The important features of financial conglomerate is;

- Provide a flow of funds to each segment of their operations, exercise control
- Undertake strategic planning but do not participate in operating decisions
- Serve at least five district economic functions
- Improve risk return rations through diversifications
- Improve resource allocation to perform efficiently
- Divert internal cash flows from the unfavorable areas to more attractive areas.

II. Managerial conglomerate: the managerial conglomerate not only assumes financial responsibility and control but also plays a role in operating decisions and provides staff enterprise and staff services to the operating entities. By providing managerial counsel and interactions on decision, managerial, conglomerates increase the potential for improving performance. General management functions are in reality transferable to all types of business firms. When any two firms of unequal competence are combined the total performance of the combined firm will be greater than the sum of the individual part. This defines SYNERGY in its most general forms. These economic benefits are achieved through corporate head quarters.

III. Apart from above there can be conglomerate like geographic conglomerate which involves merger between two companies operating in different countries, or merger between companies producing different products which is called product conglomerate.

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Implications of Conglomerate Mergers

There are several implications of conglomerate mergers. It has often been seen that companies are going for conglomerate mergers in order to increase their sizes. However, this also, at times, has adverse effects on the functioning of the new company. It has normally been observed that these companies are not able to perform like they used to before the merger took place.

This was evident in the 1960s when the conglomerate mergers were the general trend. The term conglomerate mergers also implies that the two companies that are merging do not even have the same customer base as they are in totally different businesses.

It has normally been seen that a lot of companies that go for conglomerate mergers are able to manage a wide variety of activities in a particular market. For example, these companies can carry out research activities and applied engineering processes. They are also able to add to their production as well as strengthen the marketing area that ensures better profitability.

It has been seen from case studies that conglomerate mergers do not affect the structures of the industries. However, there might be significant impact if the acquiring company happens to be a leading company of its market that is not concentrated and has a large number of entry barriers.

5. Concentric Merger

Concentric merger is combination of firms related to each other in terms of customer groups or customer functions or alternative technologies. For example, combination of firms producing television, Washing Machines and Kitchen Appliances come under the concept of concentric merger. The important benefits of concentric mergers are;

a. Reducing of Risks

b. Economies of large-scale operations

c. Financial stability

d. Increase in profit

e. Attain managerial Competence

f. The important reasons for adopting conglomerate strategy are;

g. Achieve higher growth rate than expansion

h. Effective use of Financial Resources

i. Avail potential opportunities of profitable investments

j. Achieve competitive advantage and stability

k. Improve P/E Ratio and bring out higher market price of shares

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6. Circular Merger

Under this combination companies producing district products seek amalgamation to share common distribution and research facilities so as to obtain economies by elimination of cost on duplication and promoting market enlargement. When firms belonging to the different industries and producing altogether different products combine together under the banner of central agency, it is referred to as mixed or circular mergers. The underlying idea of such mergers is to secure the advantages of administrative integration through common management. Acquiring company obtains benefits in the form of economies of resources sharing and diversification. In India TATA's ,RPG Group, Muruguppa Group, have been effecting mergers of this type.

- For instance: Muruguppa Group has taken control over the following companies between 1980-1995
- EID Parry Ltd, Coromandel Fertilizers, Bharat Pulverizing mills, Parry Agro, press metal Corporations etc.

5.7 MERGERS PROCESS

Merger and acquisition activity should take place within the framework of long-range planning by business firms. The merger decisions involve the future of the firm. Hence it is useful understand the planning process involved in mergers. The planning processes can utilize formal procedures or develop through informal communications throughout the organization .The strategies, plans ,policies, and procedures are developed in the process of mergers .The strategic planning in merger is behavior and a way of thinking that requires diverse inputs from all segments of the organization for profitable and smooth flow of mergers , the entire process can divided into three phases as explained below ;

I. **Formulation of the vision:** The acquiring company must formulate the future vision of merger move in advance. The following vision should be identified while planning for mergers and acquisitions.

II. **Growth -**The vision for an organization defines its purpose,where it is heading and what it intends to do once it gets there.The vision includes a well-defined set of core values and beliefs that define a company's culture and purpose.

III. **Competition** – The vision should identify the distinct set of competencies that will enable the organization to deliver the unique value required to remain competitive as it moves.

IV. **Pre -Merger Planning:** A coherent pre-merger planning process should target companies with the desired capabilities, get the deal

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done, and lay the groundwork for a successful integration through rigorous planning and building of trust among the players.

V. **Post -Merger Process:** The post-merger process should be focused on cultural integration, retention of key people and capturing well defined sources of value as quickly and efficiently as possible.

VI. **Basic steps in Strategic Planning in Merger:** Any merger and acquisition involve the following critical activities in strategic planning processes. Some of the essential elements in strategic planning processes of mergers and acquisitions are as listed here below.

Apart from other parameters in the process of Merger

i. Assessments of changes in the organization environment

ii. Evaluation of company capacities and limitations

iii. Assessment of expectations of stakeholders.

iv. Analysis of company, competitors, industry, domestic economy and international economies

v. Formation of the missions, goals and policies

vi. Development of sensitivity to critical external environmental changes

vii. Formulation of Internal organizational performance measurements.

viii. Formulation of long-range strategy programs

ix. Formulations of Mid-range programmes and short-run plans

x. Organization funding and other methods to implement all of the proceeding elements.

xi. Information flow and feedback system for continued repetition of all essential elements and for adjustment and changes at each stage.

xii. Review and evaluation of all the processes.

In each of their activities, staff and line personnel have important responsibilities in the strategic decision-making processes. The scope of mergers and acquisitions sets the tone for the nature of mergers and acquisitions activities and turn affects the factors which have significant influence over these activities. This can be seen by observing the factors considered during the different stages of mergers and acquisition activities. Proper identification of different phases and related activities. This can be seen by observing the factors considered during the different stages of mergers and acquisition activities. Proper identification of different phases and related activities smoothers the process involved in merger.

STEPS IN MERGER TRANSATION

1. **Screening & Investigation of Merger Proposal**

   - Information related to the target company .

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- Share price movement
- Earning capacity of the com,
- Dividend structure, Market share, share holding pattern
- Financial Position of the company
- Benefits from the deal Proposed Merger or acquisition.

2. **Negotiation stage:** Bargaining is made in order to secure the highest price paid by seller the acquired keen to limit the price of the bid.
   - Payment terms
   - Exchange ratio
   - Norms and methods of valuation of shares
3. Financial consideration in mergers and Acquisitions When two or more companies are combined there has to be some financial consideration for the amalgamating or acquired company. A merger can be financed by cash or exchange of shares or combination of cash, shares and debentures.
4. **Cash offer:** Here the shareholders of the target company are paid cash in exchange of their shares in the target company. This method doses not result in any dilution of EPS of the acquiring company. EPS of the acquiring company increase due to the increased earnings after the merger.As additional shares are not issued, this method does not pose any problem on control.
5. **Share exchange:** Here the acquiring company issues shares to the shareholders of the target company in exchange of their shares in the target company. This method is very convenient as it does not involve the payment of cash.
6. **Exchange Ratio**: Exchange ratio is the number of the acquirer's shares to be offered to the shareholders of the target company for each share held by them in the target company .Both the acquire and target company conduct valuation of the target company and then the Acquirer determines the maximum price it is willing to pay to the target and the Target determine the minimum price it is willing to accept. With in theses limits the actual agreement price will be fixed based on the relative bargaining power and investment opportunities.
7. **Integration stage:** The deal is finalized in a formal merger and acquisition agreement. This leads us to the final phase within the M & A Process, the integration of the two companies.The integration process can take place at three levels:
   - o Full:
   - o Moderate:
   - o Minimal:

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Process of Merger and Acquisition

1. **Develop an acquisition strategy** – Developing a good acquisition strategy revolves around the acquirer having a clear idea of what they expect to gain from making the acquisition – what their business purpose is for acquiring the target company (e.g., expand product lines or gain access to new markets)
2. **Set the M&A search criteria** – Determining the key criteria for identifying potential target companies (e.g., profit margins, geographic location, or customer base)
3. **Search for potential acquisition targets –** The acquirer uses their identified search criteria to look for and then evaluate potential target companies
4. **Begin acquisition planning –** The acquirer makes contact with one or more companies that meet its search criteria and appear to offer good value; the purpose of initial conversations is to get more information and to see how amenable to a merger or acquisition the target company is
5. **Perform valuation analysis –** Assuming initial contact and conversations go well, the acquirer asks the target company to provide substantial information (current financials, etc.) that will enable the acquirer to further evaluate the target, both as a business on its own and as a suitable acquisition target

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6. **Negotiations –** After producing several valuation models of the target company, the acquirer should have sufficient information to enable it to construct a reasonable offer; Once the initial offer has been presented, the two companies can negotiate terms in more detail

7. **M&A due diligence –** Due diligence is an exhaustive process that begins when the offer has been accepted; due diligence aims to confirm or correct the acquirer's assessment of the value of the target company by conducting a detailed examination and analysis of every aspect of the target company's operations – its financial metrics, assets and liabilities, customers, human resources, etc.

8. **Purchase and sale contracts –** Assuming due diligence is completed with no major problems or concerns arising, the next step forward is executing a final contract for sale; the parties will make a final decision on the type of purchase agreement, whether it is to be an asset purchase or share purchase

9. **Financing strategy for the acquisition** – The acquirer will, of course, have explored financing options for the deal earlier, but the details of financing typically come together after the purchase and sale agreement has been signed.

10. **Closing and integration of the acquisition** – The acquisition deal closes, and management teams of the target and acquirer work together on the process of merging the two firms

The Mergers and Acquisitions (M&A) Life Cycle

The M&A life cycle categorizes the different M&A processes stages into three broad phases:

1. **Strategy**

   Under this phase, M&A Advisors assess the changes pertaining to the acquirer's industry and identify growth opportunities and targets in line with the firm's corporate strategy. This encompasses creating a portfolio strategy and an operating model assessment, corporate financing or investment banking and strategic alternatives.

   Besides, this stage also covers target screening, deal structuring, readiness review, synergy analysis and modelling.

2. **Execution**

   During the execution phase, M&A expert advisors in commercial, financial, HR, IT, operational and tax aspects provide insight into the transition and financing options. The execution phase combines experience and knowledge to bring closure to the complex process. This stage covers, plan structuring, financial advisory, negotiation support, due diligence, preliminary price allocation, tax structuring and more.

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3. **Integration**

In the final phase, integration or separation will present the acquirer with a set of challenges including costs, timelines and business disruptions, among others. This phase spans integration or separation planning support, developing the sales purchase agreement, financial agreement advisory, finalizing valuation and purchase price, completion statement advisory.Post-deal closure, M&A advisors organize Day 1 Readiness Transition Service Agreement, synergy support, human capital integration, tax integration and restructuring. M&A advisors assure of a hassle-free process all throughout the integration phase including end-state planning.

Financial Analysis: Valuation of Business

An accurate valuation of companies largely depends on the reliability of the company's financial information. Inaccurate financial information can lead to over and undervaluation. In an acquisition, due diligence is commonly performed by the buyer to validate therepresentations mad by the seller.

The financial analysis required to be made in the case of mergers or takeover is comprised of valuation of the assets and stocks of the target company in which the acquirer contemplates to invest large amount of capital. The Financial evaluation of a merger is needed to determine the earning and cash flows, areas of risk the maximum price payable to the target company and the bestway to finance the manager. In M&A , the acquiring the firm must pay a fair consideration to the target firm. But sometimes the actual consideration may be more than or less than the fair consideration. A merger is said to be at premium when the offer price is higher than the target firm's pre-merger market value. It may have to pay premium as an incentive to the target firm's shareholders to induce them to sell their shares.

The value of the firm depends not only upon its earning but also upon the operating and financial characteristics of the acquiring firm. It is therefore not possible to place a single value of the acquired firm. Instead a range of values is determined which would be economically justifiable to the prospective acquirer. To determine an acceptable price for a firm a number of factors qualitative as well as quantitative are relevant. Therefore, the focus of determining the firm's value is on several quantitative variables. There are several bases of valuation as listed below;

1. **Assets Value:** The business is taken as going concern and realizable value of assets is considered which include both tangible and intangible assets. The value of goodwill is added to the value of the tangible assets which gives value of the company as a going concern. Goodwill represents the company's excess earning power capitalized on the basis of certain number of year's purchases.

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2. **Capitalized earnings:** This is the predetermined rate of return expected by an investor. In other words, this is simple rate of return on capital employed. Under this method the expected profit will be divided by the expected rate of return to calculate the value of the acquisition.

3. **Market value of listed stocks:** Market value is the value quoted for the stocks of listed company at stock exchanges. The market price reflects investors anticipation of future earnings, dividend payout ratio, confidence in management of company operational efficiency etc. The temporary factors causing volatility are eliminated by averaging the quotations over a period of time to arrive at fair market value. The acquirer pays only market value in hostile takeover. The market value approach is one of the most widely used in determining value, especially of large listed firms. The market value provides a close approximation of the true value of a firm.

4. **Earning per share:** The value of a prospective acquisition considered to be a function of the impact of the merger on the earning per share. The analysis could focus on whether the acquisition will have a positive impact on the EPS after the merger or if it will have the effect of diluting the EPS .The future EPS will affect the firms share prices, which is the function of price -earning (P/E) ratio and EPS.

5. **Investment Value:** Investment value is the cost incurred to establish an enterprise.This determines the sale price of the target company which the acquirer may be asked to pay for the negotiated merger.

6. **Book Value:** Book value represents the total worth of the assets after depreciation but with revaluation. Book value is the audited written down money worthof the total net tangible assets owned by a company. The total net assets are composed of gross working capital plus fixed assets minus outside liabilities. The book value as the basis of determining a firm's value, suffers from a serious limitation as it is based on the historical costs of the assets of the firm. Historical costs do not bear a relationship either to the value of the firms or to its ability to generate earnings. However, it is relevant to the determination of a firms value for the following reasons:

   - It can be used as a starting point to be compared and complemented by other analyses
   - The ability to generate earing requires large investment in fixed assets and working capital and study of these factors is particularly appropriate and necessary in mergers.

7. **Cost basis valuation :** cost of the assets less depreciation becomes the basis under this method. This method ignores intangible assets like goodwill.It does not give weight to changes in price level.

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8. **Reproduction cost:** reproduction cost method is based on assessing the current cost of duplicating the properties or constructing similar enterprise in design and material. It does not take into account the intangible assets for valuation purpose.

9. **Substitution cost:** substitution cost is the estimate of the cost of construction of the undertaking or enterprise in the same utility and capacity. Out of the above nine methods of valuation, the important methods are assets-based valuation, earning based valuation and market price valuation. These methods are frequently used in the corporate mergers and acquisition.

10. **Earning Analysis:**

When valuing the equity of a company the most widely used multiple is the price Earningsratio (P/E Ratio) of stock in a similar industry, which is the ratio of stock price to earning per share of any public company.Earnings per share (EPS) is the earning attributable to share holders which are reflected in the market price of the shares .Using the sum of multiple P/E ratio's improve reliability but it can still be necessary to correct the P/E ration for current market conditions.A reciprocal of this ratio(EPS/P)depicts yield.Share price(p) can be determined as P= EPS*P/E Ratio while planning for takeover, P/E ratio plays significant role in decision making for the acquirer in the following ways;

- Target Company's P/E Ration is exit ratio and higher the ratio means the acquirer has to pay more.In such cases ,merger will lead to dilutionin EPS and adversely affect share prices. If the exit ratio of Target company is less than the acquirer,then shareholders of both companies benefit.
- A Company can increases its EPS by acquiring another company with a P/E ratio lower then its own if business is acquired by exchange of shares.

Example

ABC company ltd takes over XYZ company ltd. The merger is not expected to yield in economies of scale and operating synergy. The relevant data for two companies are as follows ;

Particulars	ABC Ltd	XYZ Ltd
No.of Shares	10,000	5,000
Total Earning	1,00,000	50,000
EPS	10	10
P/E ratio	2	1.5

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ABC ltd acquires XYZ at share for share exchange. The exchange ratio has been calculated as under:

Assume that XYZ ltd going to exchange its share with ABC ltd at its market price .Theexchange ratio will be 15/20=0.75

That is fore every one share of XYZ ltd 0.75 share of ABC Ltd will be issued. In total (0.75*5000)= 3750 shares of ABC ltd will need to be issued in order to acquire XYZ ltd .

Hence the total number of shares in combined company will be =13,750 (1000+3750)

Impact of merger on ABC ltd shareholder;

- EPS on merger =(10,000+50,000)/13750 = Rs=10.91
- Net gain in EPS= Rs=10.91- Rs10.00c Rs=0.91
- Market price of share (after Merger)=EPS*P/E Ratio=Rs-10.91*2=21.82
- Net gain in market price =21.82-20.00= 1.82
- Impact of merger on XYZ Ltd shareholders
- New EPS= 0.75*10.91= 8.18
- EPS Dilution (Net Loss) =10.00-Rs-8.182= 1.82

ABC ltd shareholders have gained in the combined company from the merger because the P/E ratio company (XYZ) is less than that of the acquirer.

EPS Market, P/E Ratio and Market Capitalization

P Company has r to K Company the following financial relevant data as follow com will pay 0.5 shares to the shareholders of K company (1:2)

Particulars	Company P	Company K
PAT	150	30
No of shares	25	8
EPS	6	3.75
MVPS	78	33.75
P/E Ratio	13	9

What will be the new Earning after Merger, what will be No. of New shares , What is the premium received by share holders of K company.

What will be the New P/E ratio and Market Capitalization

- New earning will be = Earning of (P) + Earing of K)
- = 150+30=180
- No of New Shares = .05*8=4

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- = shares of P + Shares of K = 25+4 =29
- New EPS = Earning /No. of Shares
- 180/29=6.21
- New P/E Ratio = Existing/E Ratio*old Earning/New Earning + Existing P/E Old
- earning/New Earning

  = (13*150/180) + (9*30/180)
- 10.83+1.5
- 12.33
- MVPS = P/E Ratio *EPS = 12.33*6.25 = 76.56
- Market Capitalization : MVPS *No of New Shares
- 76.56 *29
- 2220.24Lac

5.8 THE LEGAL AND REGULATORY FRAMEWORK OF MERGERS AND ACQUISITION

Laws have been enacted in most of the countries to control and regulate the business combinations with a view to protect minority shareholders and discourage monopolistic corporate behavior . Despite the free economy the protection of the interest of the common investors has always been given top priority in most of the countries. In India , mergers and acquisitions are regulated through the provision of companies Act1956 and 2014 ,the MRTP act 1969 the FEM Act-1999, Income Tax Act1961 , the Securities and control Act 1956 , the SEBI Act 1992 . The relevant provisions of the few important statues mentioned above regulating the takeover and mergers of corporate enterprises are discussed in this unit.

Legal Procedures

1. The summary of legal procedures for mergers or acquisitions laid down in the companies Act,1956 is given here below;
2. **Permission for merger:** Companies can amalgamate only when amalgamation is permitted under their memorandum of Association.Also the acquiring company should have the permission in its object clause to carry on the business of the acquired .Otherwise it is necessary to seek the permission of the shareholders, board of directors and the company Law Board before affecting the merger.

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3. **Information to the stock Exchange:** The acquiring and the acquired companies should inform the stock exchanges where they have listed about the merger.

4. **Approval of Board of Directors:** The BODs of the individual companies should approve the draft proposal for amalgamation and authorize the managements of companies to further pursue the proposal.

5. **Application in the High Court:** An application for approving the draft amalgamation proposal duly approved by the BODs of the individual companies should be made to the High Court.The High court convinces a meeting of the shareholders and creditors to approve the amalgamation proposal. The notice of meeting should be sent to them at least 21 days in advance.

6. **Shareholders and Creditor's Meetings:** The individual companies should hold separate meeting of their shareholders and creditors for approval of scheme of merger. At least 75% of shareholders and creditors must accord their approval to the scheme.

7. **Sanction by the high court:** After the above approvals, the high court will pass order sanctioning the amalgamation scheme, only if scheme is fair and reasonable. If necessary court can modify the scheme.

8. **Filling the court order:** After court order, its certified true copies will be filed with the register of the companies.

9. **Transfer of Assets and Liabilities:** The assets and liabilities of the acquired company will be transferred to the acquiring company in accordance with the approved scheme with effect from the specified date.

10. **Payment by cash or securities:** As per the proposal, the acquiring company will exchange shares and debentures and pay cash for the shares and debentures of the acquired company. The securities will be listed o the stock exchange.

REGULATIONS OF MERGERS AND TAKEOVERS IN INDIA

Legal measures against takeovers

The Companies Act restricts an individual or a company or a group of individuals from acquiring shares, together with the shares held earlier, in a public company to 25 per cent of the total paid-up capital. Also, the Central Government needs to be intimated whenever such holding exceeds 10 per cent of the subscribed capital. The Companies Act also provides for the approval of shareholders and the Central Government when a company, by itself or in association of an individual or individuals purchases shares of another company in excess of its specified limit. The approval of the Central Government is necessary if such investment exceeds 10 per cent of the subscribed capital of

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anothercompany. These are precautionary measures against the takeover of public limited companies.

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Refusal to register the transfer of shares

In order to defuse situation of hostile takeover attempts, companies have been given power to refuse to register the transfer of shares. If this is done, a company must inform the transferee and the transferor within 60 days. A refusal to register transfer is permitted if:

- A legal requirement relating to the transfer of shares have not be complied with; or
- The transfer is in contravention of the law; or
- The transfer is prohibited by a court order; or
- The transfer is not in the interests of the company and the public.Protection of minority shareholders' interests

In a takeover bid, the interests of all shareholders should be protected without a prejudice to genuine takeovers. It would be unfair if the same high price is not offered to all the shareholders of prospective acquired company. The large shareholders (including financial institutions, banks and individuals) may get most of the benefits because of their accessibility to the brokers and the takeover dealmakers. Before the small shareholders know about the proposal, it may be too late for them. The Companies Act provides that a purchaser can force the minority shareholder to sell their shares if:

The offer has been made to the shareholders of the company;

The offer has been approved by at least 90 per cent of the shareholders of the company whose transfer is involved, within 4 months of making the offer; and The minority shareholders have been intimated within 2 months from the expiry of 4 months referred above

If the purchaser is already in possession of more than 90 per cent of the aggregate value of all the shares of the company, the transfer of the shares of minority shareholders is possible if:

The purchaser offers the same terms to all shareholders and

The tenders who approve the transfer, besides holding at least 90 per cent of the value of shares, should also form at least 75 per cent of the total holders of shares.

5.9 FAILURE /CHALLENGES OF MERGERS AND ACQUISITIONS

Financial problems after merger and acquisition

After merger and consolidation, the companies face a number of financial problems. The liquidity of the companies has to be established afresh. The

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merging and consolidating companies pursue their own financial policies when they are working independently. A number of adjustments are required to be made in financial planning and policies so that consolidated efforts may enable to improve short-term and long-term finances of the companies. Some of the financial problems of merging and consolidating companies are discussed as follows:

1. **Problems in making M&A work:** Mergers can distract them from their core business, spelling doom for the company. The chances for success are further hampered if the corporate cultures of the companies are very different. When a company is acquired, the decision is typically based on product or market synergies, but cultural differences are often ignored. It's a mistake to assume that these issues are easily overcome. A McKinsey study on mergers concludes that companies often focus too narrowly on cutting costs following mergers, without paying attention to revenues and profits. The exclusive cost-cutting focus can divert attention from the day-to-day business and poor customer service. This is the main reason for the failure of mergers to create value for shareholders.

2. **Cash Management:** The liquidity problem is the usual problem faced by acquiring companies. Before merger and consolidation, the companies had their own methods of payments, cash behavior patterns and arrangements with financial institutions. The cash pattern will have to be adjusted according to the present needs of the business.

3. **Credit Policy:** The credit policies of the companies are unified so that same terms and conditions may be applied to the customers. If the market areas of the companies are different, then same old policies may be followed. The problem will arise only when operating areas of the companies are the same and same credit policy will have to be pursued.

4. **Financial Planning:** The companies may be following different financial plans before merger and consolidation. The methods of budgeting and financial controls may also be different. After merger and consolidation, a unified financial planning is followed. The divergent financial controls will be unified to suit the needs of the acquiring concerns.

5. **Dividend Policy:** The companies may be following different policies for paying dividend. The stockholders will be expecting higher rates of dividend after merger and consolidation on the belief that financial position and earning capacity has increased after combining the resources of the companies. This is a ticklish problem and management will have to devise an acceptable pay-out policy. In the earlier stages of merger and consolidation it may be difficult to maintain even the old rates of dividend.

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6. **Depreciation Policy:** The companies follow different depreciation policies. The methods of depreciation, the rates of depreciation, and the amounts to be taken to revenue accounts will be different. After merger and consolidation, the first thing to be decided will be about the depreciable and non-depreciable assets. The second will be about the rates of depreciation. Different assets will be in different stages of use and appropriate amounts of depreciation should be decided.

7. **Failure to carry out effective due-diligence:** The failure to complete due-diligence often results in the acquiring firm paying excessive premiums. Due diligence involves a thorough review by the acquirer of a target company's internal books and operations. Transactions are often made contingent upon the resolution of the due diligence process.

   An effective due-diligence process examines a large number of items in areas as diverse as those of financing the intended transaction, differences in cultures between the two firms, tax concessions of the transaction, etc. Inordinate increase in debt: To finance acquisitions, some companies significantly raise their levels of debt. This is likely to increase the likelihood of bankruptcy leading to downgrading of firm's credit rating. Debt also precludes investment in areas that contribute to a firm's success such as R&D, human resources development and marketing.

8. **Combining operations may result in**
   - Resistance from rank-and-file employees
   - Hard-to-resolve conflicts in management styles and corporate cultures
   - Tough problems of integration

9. **Greater-than-anticipated difficulties in**
   - Achieving expected cost-savings
   - Sharing of expertise
   - Achieving enhanced competitive capabilities

10. **Internal Factors**
    - High Cost and Less Profit
    - Shortage of Inputs
    - Excess Resources
    - Cultural issue in Integration
    - Ignoring the human aspects
    - Overestimation of synergy value.
    - Poor Post merger integration

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11. External Factors

- Globalization- widened challenges and opportunities
- Technology- complexity and criticality of processes and methods
- Awakened customer- customer rules the business
- Stringent government norms- environment, labour, taxation, quality etc.
- Innovation-creative destruction- reduced product life cycle

5.10 CASES OF MERGERS AND ACQUISITIONS

Company X and Company Y is going to be merger with exchange ratio of 3:1 the following information as follow;

Particular	Company X	Company Y
Earning	50,00,000	10,00,000
No of Shares	500000	200000
EPS	10	5
P/E ratio	15	10
MVPS	150	50

What will be;

New Earning after Merger 2) New EPS 3) New P/E ratio 4) MVPS and Market Capitalization

Solution

- New Earning :(Earning X) +(Earning Y)

  50,00,000 +10,00,000 = 60,00,000

- No.of New Shares :No of Shares (X) + No of Shares (Y)

  5,00,000 + 6,00,000

  = 11,00,000

- New EPS:New Earning / No of New Shares

  60,00,000/11,00,000= 5.44

- New P/E Ratio :(15*50,00,000/60,00,000) +(10*10,00,000/60,00,000)=14.16
- MVPS :P/E Ratio * EPS
- 14.16*5.44
- 76.97 cr

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- Market Capitalization: MVPS *No of Shares

76.97 *11,00,000

Rs- 8,46,67,000

Case -II

Laxmi Enterprise acquired Sunlight company by exchanging 1:2 shares

Particulars	Laxmi Co	Sunlight Co
PAT	56	21
EPS	10	8.4
P/E Ratio	5.6	2.5
MVPS	12.5	7.5

After Merger the following financial position will be

- New Earning : Earning (Laxmi Co) + Earning (Sunlight Co)
- 56 +21= 77
- No of shares sunlight Co: 8.4*0.5 =4.2
- No of New shares = shares of Laxmi Co and Shares of Sunlight co
- =10+42 =14.2
- EPS = New Earning /No of Shares = 77/14.2
- = 5.42
- P/E ratio = (12.5*56/77) + 7.5*21/77
  - o = 9.09 +2.045
  - o = 11.13
- MVPS = P/E ratio *EPS
  - o =11.13 *5.42
  - o =60.312
- Market Capitalization = MVPS *No of New Shares
  - = 60.35 *14.2
  - = 857.029
- Note : Premium of Sunlight Co
  - o 0.5*8.4 = 4.

Case –III

Gama fertilizer company is taking over Theta petrochemical Company. The shareholder of Theta would receive 0.8 share of Gama for each shares held by them. The merger is not expected to yield in economies of scale and operating synergy. The relevant data for the two companies are as follows;

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	Gama Company	Theta Company
Net Sales(Rs-in Crore)	335.00	118.00
Profit After Tax (Rs -in Crore)	58.00	12.00
No.of Shares(Rs-in Crore)	12.00	3.00
Earnings per share	4.83	4.00
Market value per share	30.00	20.00
Price-earning Ratio	6.21	5.00

For the combined company (after merger) you are required to calculate a)EPS b)P/E ratio c) Market value per share d) Number of shares and e) total market capitalization. Also calculate the premium paid by Gama to the shareholders of Theta.

Solution

Premium Paid to Theta's Shareholders;

- Value of each share in Gama : 0.8830 = 24
- Value of Theta's Share before merger = 20
- Premium = 4
- Premium percentage = 4/20=20 Per cent
- Number of shares paid to Theta's Shareholders – 3*0.8 =2.4 Crore
- Number of shares of the combined company =12.2.4 =14.4 Crore
- Combined profit after Tax = Rs=58+Rs12 = Rs-70 Crore
- Combined EPS= 70/14.4= 4.86
- Combined price –earing ratio =6.218(58/70)+5*(12/70)= 6.00
- Combined firms market capitalization :
- Market Value per share = P/E ration * EPS= 6.00*4.86= 29.16
- Capitalization = MVPS8No of shares= 29.16*14.4 =419.9 Crore

Case –IV

Pee Company has decided to acquire kay company .The following are the relevant financial data for the two companies

	Pee Co	Kay Co
Net Sales	350.00	45.00
Profit After Tax	28.13	3.75
Number of shares	7.50	1.50
Earning per shares	3.75	2.5
Dividend per shares	1.30	0.60
Total Market Capitalization	420.00	45.00

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Calculate

a) Pre-merger market value per share for both companies

b) post merger EPS, Market value per share and price earning ration if Kay's shareholders are offered a share of

i. Rs-30 or ii) 56 iii) rs-20 in a share exchange for merger c) pee's EPS if Kay's shareholders are offered RRs-100 , 15% convertible debentures for each 3 shares held in Kay and d) Post- merger dividend or interest available to kay's shareholders with exchange with exchanged referred in b and c assume-50% tax.

Solution

a) Pre merger Value per share = Market Capitalisation / No of Shares

420/7.50 = Rs=56 Kay /: 45/1.50= Rs=30

b) Share Exchange Ratio =

- 30/56 =0.536 ii) 56/56= 1 iii)20/56 =0.357
- Number of shares of the surviving company
- 7.5+(0.536*1.5)= 8.30 ii) 7.5+(1*1.5)=9.00
- 7.5+(0.357*1.5)=8.04

Combined EPS : Combined PAT/Combined number of shares

- (28.13+3.75)/8.30 =3.84
- (28.13 =3.75)9.00 = 3.5
- (28.13+3.75)/8.04= 3.97

Combined firms P/E ratio- weighted average of the individual firm's pre merger P/E Ratio

(420/28.13)*(28.13/28.13+3.75)=(45/3.75)*3.75/28.13+13.75)

=14.93*0.882+12*0.118 =14.58

Market Value per share of the surviving firm =

- (3.84*14.58) =Rs-56 ii) (3.54*14.58)=51.61
- (3.97*14.58) =Rs-57.88

C) Number of convertible debenture : 1.50/3 =0.50 lakh

- Interest on debenture 1.50*100*15% =7.5 lakh
- Combined profit after Tax= 28.13+3.75 -7.5
- Pee 's EPS after merger =28.13/7.50 = 3.75

D) Dividend to key's shareholders after merger

Exchange of shares :

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i. 0.804*1.30 = 1.05

ii. 1.50*1.30 =1.95

iii. 0.536*1.30=0.70 Lakh

Interest : 0.50*100*0.15 =7.50 lakh

Post –Merger dividend = 1.50*0.6= 0.90 lakh

Case –V

XYZ Company is acquiring PQR company . XYZ will pay 0.5 of it shares to the shareholders of PQR or each share held by them. The data for the two companies are as given below

	XYZ	PQR
Profit after Tax(Rs in lakh)	150	30
Number of shares (lakh)	25	8
Earning per shares	6.00	3.75
Market price of shares	78.00	33.75
Price earning ratio	13	9

Calculate the earning per share of the surviving firm after merger. If the price earing ration falls to 12 after the merger , what is the premium received by the shareholders of PQR ? is the merger beneficial for XYZ shareholders?

Solution

- Combined profit = 150+30 =180 lakh
- Combined shares =25+0.5(8)= 29 lakh
- EPS =180/29 =Rs 6.21
- Market price after merger = P/E *EPS =12*6.21 = 74.52
- Premium = 0.5 (74.52)-33.75) /33.75
  - o =32.76-33.75)/33.75 =0.104 or 10.4 %

The merger is not beneficial to XYZ's shareholders because their price falls from Rs- 78 TO Rs-74.52 a loss of 4.5%

5.11 SUMMARY

Merger should be undertaken when the acquiring company's gain exceeds the cost. The cost is the premium that acquiring company pays for the target company over its value as a separate entity. Merger benefits may result from economies of scale, increased efficiency, tax shield or shared resources. Discounted cash flow technique can be used to determine the value of the target company to the acquiring company.

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5.12 KEY WORDS

Merger and Acquisition, Types of Merger, Motives of Mergers and Acquisition

5.13 SELF-ASSESSMENT QUESTIONS

1. Define term Merger and explain various types of merger with suitable example.
2. Discuss the motive behind merger and Acquisition.
3. Explain Merger process in detail.

Short Note

1. Regulatory Framework of M&A
2. EPS And P/E ratio Analysis
3. Reason for failure of M&A
4. Valuation Method

Practical Exercise I

'X' Company taking over 'Y' by offering 2 shares of every 5 shares of Y the following financial position of the both company before merger as follows ;

particulars	X Co	Y Co
PAT	2,00,000	5,00,000
No of Shares	1,00,000	2,50,000
EPS	2	2
MVPS	100	40

After Merger what will be the impact on Financial Position on the following factor;

New EPS 2) New P/E Ratio 3)Market Value per Share 4) Market Capitalization

Practical Exercise II

Gemini Co taking over Avishkar Co . The shareholder of Avishkar co would be received 0.8 share of Gemini co for each share holder held by them. (Rs- Cr)

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Particular	Gemini co	Avishkar Co
Net Sales	330	115
PAT	60	10
No. of Shares	9	2
EPS	4.50	4
MVPS	25	21
P/E Ratio	6	4

What will be the impact of both the company after merger by calculating following factors;

- No of new shares with new exchange ratio
- New EPS
- New P/E ratio
- MVPS
- Total Market capitalization
- What will be the premium which is paid by Gemini co to the Avishakar Co's shareholders.

5.14 REFERENCES

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UNIT - VI
ACCOUNTING FOR MERGERS & ACQUISITIONS

6. Aim and Objective

6.1 Introduction and Meaning

6.2 Accounting methods for Mergers & Acquisition

6.2.1 Purchase Method and

6.2.2 Pooling of Interest Method

6.3 Tax aspects on Mergers and Acquisitions

6.3.1 Tax Relief to the Amalgamating Company

6.3.2 Tax Relief to the shareholders of an Amalgamating Company:

6.3.3 Tax Relief to the Amalgamated Company

6.3.4 Tax Concessions under Section 2 (1b) Of Income Tax Act

6.3.5 Tax Benefits In The Case of Amalgamation By Way of Absorption

6.4 Summery

6.5 Key terms

6.6 Self-Assessment Questions:

6.7 Reference

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6.0 AIM AND OBJECTIVE

1. To study the accounting process involved in Merger and Acquisition
2. To study the important methods of Accounting in Merger and Acquisition process.

6.1 INTRODUCTION

Accounting for mergers or takeovers shall depend on the nature of transactions. Takeovers and mergers both are to be treated differently in books of accounts. Because in merger the main issues which deserve attention are:

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continuity of the business of the target company by the acquirer company; equity voting to be held by the shareholder of merger company. Whereas in takeovers the acquirer company treats the acquired company as an investment.

Accounting standard (AS) 14 issued by the council of the institute of Chartered Accountants of India deals with Accounting for Amalgamations". This standard will come into effect in respect of accounting periods commencing on or after 1st April1995 and will be mandatory in nature. The guidance note on Accounting Treatment of Reserve in Amalgamations issued by the Institute in 1983 will stand withdrawn from the aforesaid date.

This statement deals with accounting for amalgamations and the treatment of any resultant goodwill or reserves. This statement is directed principally to companies although some of its requirements also apply to financial statements of other enterprises. This statement does not deal with cases of acquisitions which arise when there is a purchase by one company of the whole or part of the shares, or the whole or part of assets of another company in consideration for payment in the acquiring company or partly in one form and partly in other. The distinguishing feature of an acquisition is that the acquired company is not dissolved and its separate entity continues to exist.

6.2 METHODS OF ACCOUNTING IN MERGER AND ACQUISITION

1. The pooling of Interest Method
2. Purchase Method

The use of the pooling of interest method is confined to circumstances which meet the criteria referred to in paragraph 3(e) for an amalgamation I the nature of merger.

The objective of the purchase method is to account for the amalgamation by applying the same principles as are applied in the normal purchase of assets. This method is used in accounting for amalgamations in the nature of purchase.

6.2.1 Pooling Interest Method

Under the pooling of interest method, the assets liabilities and reserves of the transferor company are recorded by the transferee company at their existing carrying amounts.

If at the time of the amalgamation, the transfer and the transferee companies have conflicting accounting policies, a uniform set of accounting policies is adopted following the amalgamation. The effects on the financial statements of any changes in accounting policies are reported in accordance with Accounting Standards 'prior period and Extraordinary items and Changes in Accounting Policies.'

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This implies that assets , liabilities and other items of acquiring and the acquired firms are simply added at the book value without making any adjustment Thus there is no revaluation of assets or creation of goodwill.

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Illustration: Firm A merges with B issue share worth Rs-30 cr to Firm A shareholders. The balance Sheet of both companies at the time of merger are shown below table. The balance sheet of Firm After merger is constructed as the addition of the book value of the assets and liabilities of the merged firm.It may be considered that the shareholders funds are recorded at the book value, although A's shareholders received shares worth Rs- 30 cr.in firm B.They now own firm B along with its existing shareholders.

The balance sheet of Two companies before and after Merger

	Firm A	Firm B
Assets		
Fixed Assets	20	31
Current Assets	6	10
TOTAL	**26**	**41**
Liabilities		
Shareholders Fund	13	20
Borrowing	9	13
Current Liabilities	4	8
TOTAL	**26**	**41**

After Merger

	Firm A	**Firm B**	**After Merger AB**
Assets			
Fixed Assets	20	31	51
Current Assets	6	10	16
TOTAL	**26**	**41**	**67**
Liabilities			
Shareholders Fund	13	20	33
Borrowing	9	13	22

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Current Liabilities	4	8	12
TOTAL	**26**	**41**	**67**

6.2.2 The Purchase Method

Under the purchase method, the transferee company accounts for the amalgamation either by incorporating the assets and liabilities at their existing carrying amounts or by allocating the consideration to individual identifiable assets and liabilities of the transferor company on the basis of their fair values at the date of amalgamation. The identifiable assets and liabilities may include assets and liabilities recorded in the financial statements of the transferor company.

Where assets and liabilities are restated on the basis of their fair values, the determination of fair values may be influenced by the intentions of the transfer company. For example, the transferee company may have a specialized use for an asset, which is not available to other potential buyers. The transferee company which necessitates the creation of specific provisions for the expected costs e.g. planned employee termination and plant relocation costs.

Illustration

XYZ limited acquire company ABC by assuming all its assets and liabilities. The fair value of firm ABC value of Fixed Assets and Current Assets Rs-32 Crore and Rs-11Crore respectively. Current value of liabilities at book value while the fair value of debt estimated to be Rs- 25Crore. Firm XYZ raise cash of Rs-18 Crore to pay firm of ABC's shareholders by issuing shares worth Rs-18 crore to its own shareholders. The balance sheet of the firms before acquisition and the effect of acquisition are shown as follows;

Working Note: Calculation of the Goodwill value

Payment of the ABC's Shareholders = 15cr

Fair value of Fixed Assets =26cr

Fair value of Current Assets = 7cr

(Less) Value of Borrowing (15cr)

(Less)value of Current Liabilities (6cr)

Fair value of Net Assets 12cr

GOODWILL = 3 Crore

	ABC Ltd	XYZ Ltd
ASSETS		
Fixed Assets	26	37
Current Assets	7	13

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Goodwill		
TOTAL	**31**	**50**
LIABILITIES		
Shareholders Fund	10	18
Borrowing	15	20
Current Liabilities	6	12
TOTAL	**31**	**50**

After Merger :

	ABC Ltd	XYZ Ltd	After Merger XYZ ltd
ASSETS			
Fixed Assets	26	37	63
Current Assets	7	13	20
Goodwill			3
TOTAL	**31**	**50**	**86**
LIABILITIES			
Shareholders Fund	10	18	28
Borrowing	15	20	35
Current Liabilities	6	12	18
TOTAL	**31**	**50**	**86**

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6.3 TAX ASPECTS ON MERGERS AND ACQUISITIONS

The Indian Income-Tax Act refers to amalgamations to mean merger of one or more companies with another company or the merger of two or more companies to form another company. The Indian law starts on the premise that transfer of capital assets in a scheme of amalgamation by the amalgamating company to the amalgamated company will attract capital gains tax.

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Section 2 (1B) of the Income Tax Act contains the definition of amalgamation. At the same time there is no definition of merger in the said Act. The definition in the IT act focuses attention on certain areas. First, the term amalgamation used in the IT Act refers only to amalgamation in relation to the companies and not in reference to any other amalgamation between other forms of legal entities like partnership or sole proprietorship. Second, there are two types of combination (a) merger of one or more company with another company. This is also known as absorptions. (b) merger of two or more companies to form a new company.

At the same time there are certain transactions that are excluded from the definition of amalgamation. They are: one, acquisition of property of once company pursuant to the purchase to such property in simpler words where the property of the company which merges is sold to the other company and the merger is a result of a transaction of sale; second, a distribution of property to another company due to winding up of the transferor company.

Under Income Tax Act, 1961 Section 2(1B) of Income Tax Act defines 'amalgamation' as merger of one or more companies with another company or merger of two or more companies to from one company in such a manner that:-

- All the property of the amalgamating company or companies immediately before the amalgamation becomes the property of the amalgamated company by virtue of the amalgamation.
- All the liabilities of the amalgamating company or companies immediately before the amalgamation becomes the liabilities of the amalgamated company by virtue of the amalgamation
- Shareholders holding at least three-fourths in value of the shares in the amalgamating company or companies (other than shares already held therein immediately before the amalgamated company or its nominee) becomes the shareholders of the amalgamated company by virtue of the amalgamation.

(Example: Say, X Ltd merges with Y Ltd in a scheme of amalgamation and immediately before the amalgamation, Y Ltd held 20% of shares in X Ltd, the above mentioned condition will be satisfied if shareholders holding not less than 75% in the value of remaining 80% of shares in X Ltd i.e. 60% thereof, become shareholders in Y Ltd by virtue of amalgamation)

The motive of giving this definition is that the benefits/concession under Income Tax Act, 1961 shall be available to both amalgamating company and amalgamated company only when all the conditions, mentioned in the said section, are satisfied. 'Amalgamating company' means company which is merging and 'amalgamated company' means the com-pany with which it merges or the company which is formed after merger. However, acquisi¬tion of property of one company by another is not 'amalgamation'.

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Income Tax Act defines 'amalgamation' as merger of one or more companies with another company or merger of two or more companies to from one company. Let us take an example of X Ltd and Y Ltd. Here following situations may emerge:-

- X Ltd Merges with Y Ltd. Thus X Ltd goes out of existence. Here X Ltd is Amalgamating Company and Y Ltd is Amalgamated Company.
- X Ltd and Y Ltd both merges and form a new company say, Z Ltd. Thus both X Ltd and Y Ltd goes out of existence and form a new company Z Ltd. Here X Ltd and Y Ltd are Amalgamated Company and Z Ltd is Amalgamated Company.

6.3.1 Tax Relief's and Benefits in case of Amalgamation If an amalgamation takes place within the meaning of section 2(1B) of the Income Tax Act, 1961, the following tax reliefs and benefits shall available:-

1. Tax Relief to the Amalgamating Company

Exemption from Capital Gains Tax [Sec. 47(vi)]: Under section 47(vi) of the Income-tax Act, capital gain arising from the transfer of assets by the amalgamating companies to the Indian Amalgamated Company is exempt from tax as such transfer will not be regarded as a transfer for the purpose of Capital Gain.

Exemption from Capital Gains Tax in case of International Restructuring [Sec. 47(via)]: Under Section 47(via), in case of amalgamation of foreign companies, transfer of shares held in Indian company by amalgamating foreign company to amalgamated foreign company is exempt from tax, if the following two conditions are satisfied:

At least twenty-five per cent of the shareholders of the amalgamating foreign company continue to remain shareholders of the amalgamated foreign company, and o Such transfer does not attract tax on capital gains in the country, in which the amalgamating company is incorporated

2. Tax Relief to the shareholders of an Amalgamating Company

- Exemption from Capital Gains Tax [Sec 47(vii)]: Under section 47(vii) of the Income-tax Act, capital gains arising from the transfer of shares by a shareholder of the amalgamating companies are exempt from tax as such transactions will not be regarded as a transfer for capital gain purpose, if:
- The transfer is made in consideration of the allotment to him of shares in the amalgamated company; and
- Amalgamated company is an Indian company.

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3. Tax Relief to the Amalgamated Company

- Carry Forward and Set Off of Accumulated loss and unabsorbed depreciation of the amalgamating company [Sec. 72A]: Section 72A of the Income Tax Act, 1961 deals with the mergers of the sick companies with healthy companies and to take advantage of the carry forward of accumulated losses and unabsorbed depreciation of the amalgamating company. But the benefits under this section with respect to unabsorbed depreciation and carry forward losses are available only if the followings conditions are fulfilled:-

There should be an amalgamation of

- a company owning an industrial undertaking (Note 1) or ship or a hotel with another company, or
- a banking company referred in section 5(c) of the Banking Regulation Act, 1949 with a specified bank (Note 2), or
- One or more public sector company or companies engaged in the business of operation of aircraft with one or more public sector company or companies engaged in similar business.

The amalgamated company should be an Indian Company.

- The amalgamating company should be engaged in the business, in which the accumulated loss occurred or depreciation remains unabsorbed, for 3 years or more. o The amalgamating company should held continuously as on the date of amalgamation at least three-fourth of the book value of the fixed assets held by it two years prior to the date of amalgamation.
- The amalgamated company holds continuously for a minimum period of five years from the date of amalgamation at least three-fourths in the book value of fixed assets of the amalgamating company acquired in a scheme of amalgamation
- The amalgamated company continues the business of the amalgamating company for a minimum period of five years from the date of amalgamation.
- The amalgamated company fulfils such other conditions as may be prescribed to ensure the revival of the business of the amalgamating company or to ensure that the amalgamation is for genuine business purpose.

HOW TO CIRCUMVENT THE DEFINITION IN SECTION 2 (1B) OF INCOME TAX ACT?

Before an amalgamation scheme is proposed, the corporation needs to identify whether the definition is completely satisfied. There may be instances where the transferor company may be of the view that not all assets need to be

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transferred to the transferee company, probably, due to the fact that there is no synergy with respect to those assets.If a merger proposal is mooted between these two companies, then strictly there may not be any synergy between the sugar business of the transferor and the chemicals business of the transferee. At the same time, if the definition has to be satisfied, then the only alternative is to merge both the companies as they exists at present, as the definition stipulates that all the assets and liabilities of the transferor company should becomes assets and liabilities of the transferee company. The various alternatives, going by the precedents available are ;

1. merge both the companies and then later demerge for sugar business. Example is Voltas Alwen merge and demerge.
2. demerge first the sugar business by spinning off to a separate company and only later merge both the companies. Example Sarabhai Group.

6.3.1 TAX CONCESSIONS UNDER SECTION 2 (1B) OF INCOME TAX ACT

The following tax concessions are available if an amalgamation satisfies the conditions of Section 2(1B) and the amalgamated company is an Indian company:

1. Non-chargeability of capital gain on the transfer of a capital asset including shares held by a shareholder at the time of amalgamation (Section 47(vi) and (vii)).
2. Eligibility of amalgamated company for the deduction in respect of any asset representing expenditure of a capital nature on scientific research (Section 35(5)).
3. Eligibility of amalgamated company for the deduction in respect of acquisitions of patent or copyrights (Section 35A(6)).
4. Similar deduction in respect of expenditure of know-how as provided in Section 35AB(3).
5. Amortization of expenditure for obtaining telecom licenses fees. (Section 35ABB(6)).
6. Amortization of certain preliminary expenses (Section 35D(5) r/w Rule 6AB).
7. Amortization of expenditure on amalgamation (Section 35DD).
8. Amortization of expenditure on prospecting etc. for certain minerals (Section 35E(7) r/w Rule 6AB).
9. Writing off bad debts (Section 36(1)(vii)).
10. Deduction in respect of any expenditure for the purposes of promoting family planning(Section 36(1)(ix)).

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11. Computation of written down value of the transferred fixed assets in the case of amalgamated company (Explanation 2(b) to Section 43(6)).
12. Continuance of deduction available (Section 80-IA and Section 80-IB).
13. Benefit of carry forward and set off of accumulated losses and unabsorbed depreciation (Section 72A)

The Act therefore seeks to extend tax neutral treatment to transactions of mergers and demergers that is however subject to fulfilment of prescribed conditions under the Act.

6.3.2 TAX BENEFITS IN THE CASE OF AMALGAMATION BY WAY OF ABSORPTION

Under the Income Tax Act, the concept of Transferor Company losing its identity in the case of amalgamation by the way of absorption has a great significance. In this case, the corporate personality of the transferor company ceases to exist immediately upon completion of amalgamation. This results in the loss of benefit by carry forward of loss, as under the provision of the IT Act, only the person – the legal entity which has sustained the loss is directly attached to the assessed and not to the business nor the undertaking. Thus, if a sick company merges with a healthy company the loss will not automatically flow to the healthy company. The healthy company can avail the benefits of the losses of the sick company only by obtaining the government approval under Section 72A of the IT Act.

The losses of the sick company become the capital loss and the benefits of right to carry forward is lost to the sick company when its merges with a healthy company. as a legal entity ceases to exist consequent to the amalgamation. When the sick company merges with the healthy company then the losses suffered by the sick is considered as capital loss in the financial sheet, therefore, sick company gets the right to carry forward its loss. The reason why sick company can do this is because after amalgamation legal entity of the sick company ceases to exist.

CAPITAL GAINS AND AMALGAMATION

Under the provision of Income Tax Act, a capital gain will arise when a capital asset is "transferred". The word "transfer" is defined under the IT Act in Section 2(47). The word transfer means the sale, exchange, or relinquishment of the assets or the extinguishment of any rights therein or the compulsory acquisition under any law.

Shri N.A Plakhivala in his book The Law and Practice of Income tax Act rules out the incidence of capital gain in the following way. When company A amalgamates with and merges into company B and the shareholder of company A are allotted shares in company B in their own right and not as nominees of

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company A question arises as to whether those shareholder are liable to tax under the head of Capital Gain. It is clear that such amalgamation does not involve any exchange either within the legal meaning of the term. Whereas the allotment of shares by company B to the shareholder of company A does not involve a transfer of property by either of the two parties to the other. There is no transfer of assets by the shareholder of company A to company B: the transfer of assets of company A cannot be regarded as a transfer by its shareholders. Nor is there any transfer by company B when it allots its share capital to the shareholder of company A. The allotment of shares by the company cannot be regarded as a transfer of property by that company.

The merger does not even involve 'relinquishment of the assets' because relinquishment postulates the continued existence of the asset over which the right of its holder are relinquished or surrendered, whereas upon amalgamation the shares in the company cease to exist.It is important to determine whether this constitutes a transfer under Section 2(47) of the ITA, which would be liable to capital gains tax. According to judicial precedents in this regard, including decisions of the Supreme Court till recently, this transaction did not result in a "transfer" as envisaged by Section 2(47).

In the case of Commissioner of Income Tax v. Mrs. Grace Collis and Another, the SC has held that "extinguishment of any rights in any capital asset" under the definition of "transfer" would include the extinguishment of the right of a holder of shares in an amalgamating company, which would be distinct from and independent of the transfer of the capital asset itself. Hence, the rights of shareholder of the amalgamating company in the capital asset, i.e. the shares, stands extinguished upon the amalgamation of the amalgamating company with the amalgamated company and this constitutes a transfer under Section 2(47) of the ITA.It is clear that there is no capital gain incidence either in the hand of the shareholder of either the transferor or the transferee company; and also companies inter se.

SPECIFIC EXEMPTIONS WITH RESPECT TO AMALGAMATION

" Nothing contained in Section 45 shall apply to the following transactions"

any transfer, in a scheme of amalgamation, of a capital asset by the amalgamating company to the amalgamated company if the amalgamated company is an Indian company;](via) any transfer, in a scheme of amalgamation, of a capital asset being a share or shares held in an Indian company, by the amalgamating foreign company to the amalgamated foreign company, if—

at least twenty-five per cent of the shareholders of the amalgamating foreign company continue to remain shareholders of the amalgamated foreign company, and such transfer does not attract tax on capital gains in the country, in which the amalgamating company is incorporated;]There are wide repercussions in the context of global merger due to above exemptions. As evident from the clause, there could be cases where a capital gain incidence may arise on a foreign

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company holding share in an Indian company. The situation can be avoided and minimized by the following methods :

(a) By taking advantage of the relevant provision of Double Taxation Avoidance Agreement (DTAA) if any entered between the foreign country and India. Under Section 90 of the Income Tax Act, India may enter into DTAA with other countries. These DTAA apply to taxable entities which are' residents' in one country but have their source of income in different country thereby sitting out an equitable basis for the distribution of the right to tax different types of income between the country where source of income is located and the country of residence. Therefore the taxation rates applicable to a residence of a state which is party to such tax treaty are relaxed in the event income generated by company in the other contracting State and the assesse is not doubly taxed for the same income generated in one of the contracting states.

(b) By not directly holding the shares in the Indian Company, but instead through another investment company situated in any other foreign country where there will be lesser incidence of capital gain tax.

(c) By setting up transnational subsidiaries in typical tax haven countries like Mauritius where there is capital gain tax on the sale of movable property of a resident irrespective of the size of the property.

Section 47 of the Income Tax Act provides following transactions will be not regarded as transfer. The following three clauses give specific exemptions with respect to transaction involving amalgamation.

6.4 SUMMERY

The main purpose of a business combination is to achieve some form of synergy. In the combination, the acquirer hopes to assume control of the acquiree. Numerous legal, taxation, or other business-related strategies may be used to structure an M&A deal. When analyzing an M&A, a common approach is the acquisition method, wherein the deal is viewed from the perspective of the combining entity that is identified as the acquirer. The acquirer assumes control of the acquirer's assets, liabilities, and any other business pieces pertinent to the acquirer's operations. The pooling interest Method and Purchasing method considered while acquisition of assets. and important Tax Aspects factors should considered while Amalgamation process in business combination as per IT Act of India.

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6.5 KEY TERMS

Accounting Aspects, Methods of Accounting in Mergers, Pooling Interest Method, Purchase Method, Tax aspects on Merger

6.6 SELF-ASSESSMENT QUESTIONS

1. Define Accounting Methods used in Mergers and Acquisition process.
2. Discuss the Tax aspects in Mergers and Acquisition process in detail

Short Note

- Pooling Interest Method
- Purchase Method
- Tax benefits of Amalgamating Company

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HR AUDIT

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UNIT 1 CONCEPTUAL UNDERSTANDING OF HUMAN RESOURCE AUDIT:

Learning Objectives

After Reading this lesson, you should be able to understand:

- Meaning of Human Resource Audit
- Need of Human Resource Audit
- Human Resource Development Strategies
- Conceptualizing Human Resource Audit

Human resource (HR) Audit: Meaning, Features, Objectives

Meaning: HR audit is a crucial management control device. It is a tool to assess organization's performance and knowing the effectiveness of HR management. According to Dale Yoder, "Personnel audit refers to an examination and evaluation of policies, procedures and practices to determine the effectiveness of personnel management."

It is a process of analyzing, investigation and comparison. It provides feedback about HR functions to operating managers and HR experts. It makes it possible to find out about the effectiveness of personnel programs. It further gives feedback regarding how good managers are complying with their HR duties. It offers quality control check on HR activities. It consists of finding out how effective and efficient HRM is.

Important Characteristics of HR Audit:

(1) It assesses the efficiency and effectiveness HR management's mission, goals, policies, strategies, activities and programs.

(2) It finds out the action plan for future according to the results from such assessment.

According to R.D. Gray, "The primary purpose of audit is to know how the various units are functioning and how they have been able to meet the policies and guidelines which were agreed upon; and to assist the rest of the organization by identifying the gap between objectives and results for the end product of an evaluation should be to formulate plans for corrections or adjustments."

Objectives of HR Audit:

(1) To take a review of every aspect of management of HR to find out the effectiveness of each programs in an organization.

(2) To get explanation and information regarding failure and success of HR.

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(3) To assess implementation of policies.

(4) To check the performance of HR staff and employees.

(5) To set priorities as per values and goals of management philosophy.

Need for HR Audit:

Even though there is no legal compulsion to get HR audit done as like in case of financial accounts but the managements have recognized its need and benefits. So they are having HR audit voluntarily. It is carried out to meet the following needs:

(1) The managements of organizations have understood the need for HR audit as it has powerful impact on motivation of employees at work because of participation of employees in decision making.

(2) Growth of organization calls for HR audit. A big organization needs continuous feedback for improving the performance of its employees.

(3) Increasing pressures from trade unions and their involvement in setting up employment policy and examining managerial competence have created the need for HR audit.

(4) A productive two way communication system has also highlighted the need for HR audit.

(5) As numerous plants are located at large distances creating need of HR audit.

(6) HR audit has become important due to delegation of authority and decentralization of power.

Approaches to HR Audit:

According to William Werther and Keith Davis, there are five approaches for the evaluation.

In short they are outlined as under:

(1) Comparative Approach:

In this auditors point out one model for the company, the results are collected of the organization and the comparison is carried out. Benchmarking strategy is used in this approach. Auditors finds a competitor organization which is used as a standard in comparison. An analytical comparison is made of auditing reports to recognize areas for making corrections.

The benchmarking is quite cumbersome process as it consists-

- Making a team to look after the process.
- Finding out the most suitable organization to consider for the benchmarking.
- Data collection from both organizations concerned with comparing.

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- Right analysis and interpretation of the data.
- Developing an action plan and working on problem areas identified.

(2) Outside authority approach:

Under outside authority approach a benchmark is established to compare own results. A standard for audit is established by outside consultant is used as benchmark. Audit team makes use of standards established by outside consultants/experts to benchmark for comparison with their own results. Data of published research finding and research films/ documentaries can also work as a source for benchmarking, to find out reasons of the problem.

(3) Statistical approach:

In statistical approach the statistical information is retained by the company regarding the absenteeism, employee turnover etc. is considered for measuring the performance. This approach is also known as a quantitative and qualitative approach. This method makes use of statistical tools and information which is in the organization's system. The checking and auditing of employees includes complex mathematical formulas which becomes a standard on which all activities and programs are checked.

Using the mathematical data as a base, mistakes can be found out and rectified from an early point. Other times statistical approach is supported with records from different sources like films and surveys.

(4) Compliance approach:

In this approach the auditors take a look at the past actions to decide to know whether those activities are in accordance with the legal compliance and as per the policies and procedures of the company. Legal and organization's policies are the basis for this approach. Auditors have a comprehensive look at past actions to check whether the organization's activities are as per with legal requirements along with the established standards, policies and procedures. Even though many don't see it as an efficient approach as it makes use of past information which can be biased on account of various reasons.

(5) MBO approach:

In this approach specific targets are set up. The performance is assessed against these targets. The auditors carry out the survey of actual performance and comparison is made with the established goals. It is a goal and objective-based approach. Specific targets are set against which the organization's performance is evaluated for arriving at a final decision. The Audit team carries a survey of the actual performance then comparison of that performance is made against the desired objectives of the organization.

It is noted that irrespective of the approach, it can be grouped as a comprehensive plan or special focused plan, with staff, time and costs as factors.

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(Image source: https://thefactfactor.com/facts/management/human_resource/hr_audit/hr-audit/794/)

Benefits of HR Audit

Numerous benefits related with human resource audit are mentioned below. An audit makes members of HR department and others remember their contribution, making a more professional image of the department among managers and specialists. The audit facilitates in making clear the role of the department and bring more uniformity, particularly in the geographically dispersed and decentralized HR function of big size organizations. Most importantly, it identifies problems and makes sure that there is a compliance with different slaws and strategic plans in an organization.

- Finds out the contribution of human resource department to the organization
- Enhances the professional image of the human resource department.
- Reminder for greater responsibility and professionalism among member of the human resource department
- HR department's duties and responsibilities are clarified.
- Brings uniformity in HR policies and practices.
- Identifies the critical HR problems.
- Makes sure that there is timely compliance with legal requirements.
- Decreases human resource cost with the use of more effective human resource procedure.
- Brings increased acceptance for the needed change in the human resource department.
- Calls for review of human resource department's information system.

Apart from taking care of compliance, the audit can enhance the department's image and contribution to the company. Operating managers will give more respect for the department when an audit team tries to know their view.

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If the feedback of the managers are acted on, the department will be viewed as more responsive to their needs. And as it is service department, these actions makes its contribution even better to the organization's objectives.

Defining HR Audit Team

HR professionals of the organization can carry out an audit in-house if they have the competence, the time, a readiness to objectively accept deficiencies in current procedures and, most importantly, the stature to make or have impact on the necessary changes in the organization. But if the audit is carried out by using internal resources or even with an outside expert who is not a lawyer, everything related with the audit is likely to discover in litigation relating to employment practices.

If an organization has the right concerns for what its HR audit can disclose about the company's noncompliance about various employment laws and regulations, the organization need to carry out fairly strict audit procedures and protocols and think about hiring external legal counsel to carry out the audit. While doing it, the employer can protect the audit results by applying at least one of the three legal privileges against disclosure.

For performing an in-house audit, the organization should have the following:

- Expertise of the area to be audited
- Time to completely find out problems
- Readiness to not only search into current practices, but also make required changes
- Clout to implement those changes company-wide

In the absence of these four things, an HR process audit is likely to fail giving headaches and wastage of time. Luckily, an in-house audit is not the only alternative available. The organization can also use an outside expert or consulting agency who can carry out the audit instead.

Internal vs. External Costs Comparison

Organization can find out how much it will cost the organization to carry out the audit internally, then make comparison with the external costs from outside agencies. Organization should take into account all the people who will be internally involved, how much time they will need give for the audit and how much they're getting paid to have a rough idea of the internal cost. Just like the time requirements, the organization's monetary investment will determined largely by the scope and type of the audit. If, for instance, the organization is putting a lot of time interviewing employees, the cost of the audit will be more due to the involvement of many employees. In such a case, the company would not only be spending its own department's working hours on the project, but also of others. If the audit primarily includes reviewing already-gathered data (e.g. time-to-hire, turnover rates, etc.), then the cost will come down. Additionally, if there is a decision to give contract to an outside agency for the audit, anything that gets

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uncovered or related to the audit is subject to litigation about employment practices. If the company has legitimate concerns about unlawful practices getting uncovered, it should hire outside legal counsel for carrying out the audit. Comparing the costs of an internal audit against the external audit is different for every organization, but by assessing the type of audit, data collection, man hours, and compliance requirements, the organization can fairly assess who should ideally be involved.

Conceptualizing of human resource audit, what you need to know before conducting human resource audit

How to conduct an HR Audit

Before starting any type of review, the company should decide what it is its aim to achieve. Take into account the reasons behind carrying out the HR audit, as well as the scope—is the company considering one particular department, or the entire organization? It should also find out what it is looking to measure. One great way to do this is by establishing clear objectives for the HR Audit.

Some good objectives are:

- Know the reason that employee feedback sites are showing poor reviews.
- Get to know the reason why organization's retention rate is low.
- Check if the organization's hiring processes are outdated. Splitting the HR audit process into steps makes it simpler to make sure that the organization is fulfilling specific criteria:
- Compliance: whether the organization's documentation is up to date as per the existing employment law.
- Best practice: whether the organization's procedures are as per the best practice as outlined by the health, safety and environment.
- Strategy: if the company has a strategic plan, how well do its processes and procedures align with it?
- Functions: If this category can be broken down into further criteria, but importantly it takes a review how each area of HR performs within its business. Areas like recruitment, employee relations, training, performance management, and so on.

It can be scenario that the organizations wants to carry out one large audit that takes a review of all systems and documentation, or a series of smaller, more particular ones focuses on individual areas. All approaches are applicable, and it is essential to assess which is right for the organization's business. In all possibilities, there are two things needed: a checklist and a questionnaire.

Components of HR Development System

HR audit is a comprehensive and detailed evaluation, which includes a detailed study of different aspects and components of HR. The components are as follows:

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HR systems:

System is a well-established way of getting things done. Systems help in planning, prediction and getting professionalism, security and discipline. Every system comprises of its own objectives, elements and process. The objective of HR system is to set up competencies and commitment of individuals, teams and entire organization with different instruments.

These systems comprises of: manpower planning, feedback, training and development, performance management, etc.

HR strategies:

Strategies are plan of action of getting things done. HR strategies points out the choice of the organization to utilize various systems that concern HR functions like recruitment, motivation, training, performance appraisal etc.

To name some of the important strategies: culture building strategy, quality and customer orientation strategy, communication strategy, etc.

HR Competencies:

HR competencies mean the skill and knowledge needed by the main stakeholders of the organization that have the key to keep human resources of the organization working. This involve competencies of those working in the HR department.

HR Culture and Values:

HR audit targets to assess the extent to which organization has OCTAPACE (Openness, Confrontation, Trust, Authenticity, Proactive, Autonomy, Collaboration and Experimentation) values and culture. It points out culture which promotes and encourages openness, trust, collaboration, authenticity, autonomy, pro -action, experimentation and confrontation.

HR impact and alignment:

HR impact involves the impact that is caused by various HR interventions with their contribution to organizational performance. This performance can be according to the outcome variables like cost reduction, revenue generation, profit etc. and process variables like talent management and intellectual capital formation.

HRD Structures

The exact organizational plan for a human resource development department is based on the kind of the organization in which it is situated. Here are three hypothetical examples of organizational structure of different organizations to elaborate the functioning of HRD departments in various organizations.

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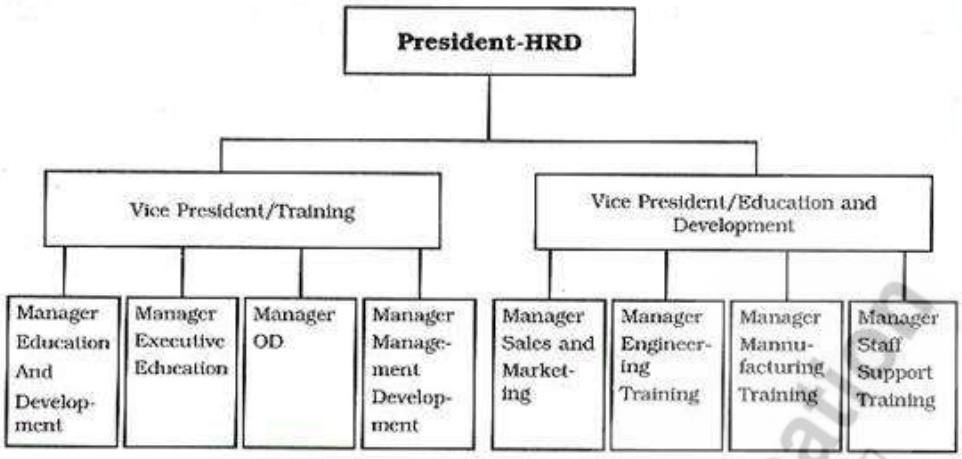
Chart 1 *Organizational Chart for a Large Company*



(Image source: http://www.shareyouressays.com/knowledge/what-are-the-structures-of-hrd-system-in-organisations/116955)

Chart 2 *Organizational Chart for Integrated HRD*

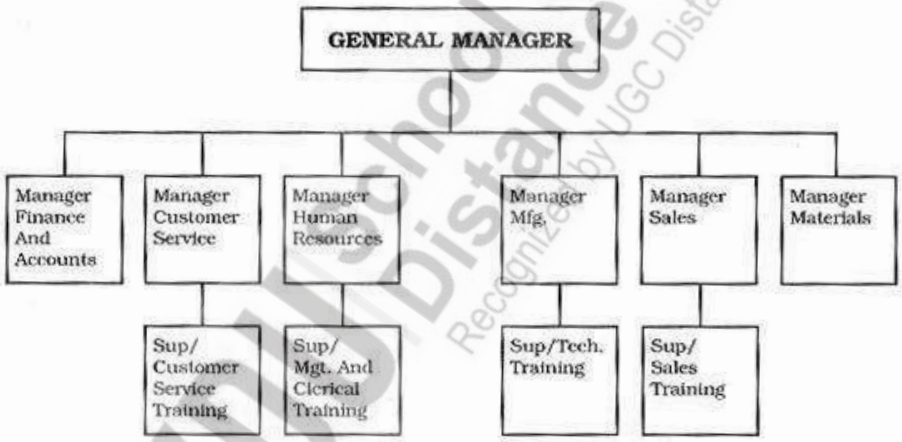
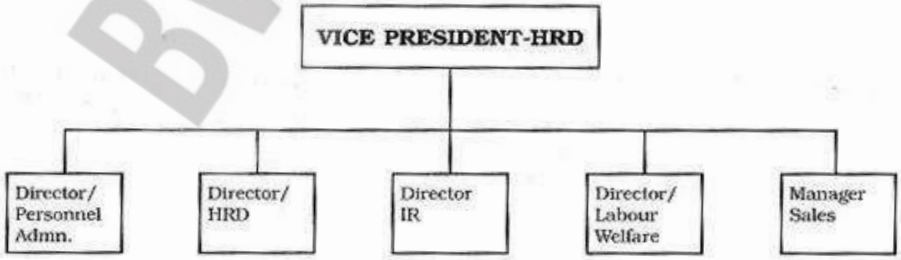


Chart 3 *Organizational Chart for HRD as a Separate Department*



(Image source: http://www.shareyouressays.com/knowledge/what-are-the-structures-of-hrd-system-in-organisations/116955)

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There will not be any need to state that the structure of HRD Department varies from organization to organization, depending upon their size, nature of business, philosophy and attitude. But following principles are normally followed in every organization, while it designing the structure of the HRD Department.

1. Creating an identity of HRD, which may or may not cover other personnel functions
2. Setting up credibility for the HRD function, which can be done by giving the responsibility for HRD at a higher level in the hierarchy.
3. Having a fine balance between integration and differentiation. Differentiation is possible by not mixing the HRD functions with traditional personnel management and industrial relations function, which can be ensured by giving the functional responsibilities to different department heads as shown in chart 3.
4. In the same way, integration can be made possible by mixing HRD functions with other major corporate functions like, marketing, production and line functions, as information from these areas can improve the functioning of HRD department structure as shown in chart 2.
5. In the same way while structuring an HRD Department of an organization, it must be made sure that it has connect with external systems and internal systems, i.e., HRD Department should work like reprehensive of various task groups, ad hoc committees, etc.
6. Lastly, structure of HRD Department should be designed to make sure it sustains a monitoring mechanism.

Essence of functioning principles of HRD systems is as follows:

(a) HRD systems should create a strong mechanism for feedback and reinforcing.

(b) There should be a balance of qualitative (subjective) and quantitative (objective) decisions.

(c) There should be a balance for requirements of internal and external expertise.

(d) There should be introduction of the system in a phased manner.

Summary:

HR audit is a crucial management control device. It is a tool to assess organization's performance and knowing the effectiveness of HR management. The managements of organizations have understood the need for HR audit as it has powerful impact on motivation of employees at work because of participation of employees in decision making. An audit makes members of HR department and others remember their contribution, making a more professional image of the department among managers and specialists. Apart from taking care of

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compliance, the audit can enhance the department's image and contribution to the company. HR professionals of the organization can carry out an audit in-house if they have the competence, the time, a readiness to objectively accept deficiencies in current procedures and, most importantly, the stature to make or have impact on the necessary changes in the organization. HR audit is a comprehensive and detailed evaluation, which includes a detailed study of different aspects and components of HR.

Self-Assessment Questions

1. What is human resource audit? What is the need of it?
2. What are the approaches to human resource audit?
3. What are components of human resource development audit?
4. Explain conceptualization of human resource audit.

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UNIT 2
HR AUDIT METHODOLOGY AND ISSUES

Learning Objectives

After Reading this lesson, you should be able to understand:

- Steps in conducting HR Audit
- Goals of Audit
- Areas and Issues of Audit
- Human Resource Audit Structure

Conducting a Human Resource Audit

Preliminary steps of HR Audit

Clever HR audits have two-parts. The first and most crucial procedure in the smart HR audit program is making sure that the organization is in compliance with state, central, and local laws and regulations. This can mean a variety of complex tasks involving steps to make sure that the employees are being paid appropriately, or are recruited (or terminated) as per the civil rights laws.

HR compliance audits are helpful to the business in avoiding HR headaches and hefty financial penalties. With business laws all the time changing, business owners are finding it difficult to stay on top of regulations, and to adapt practices swiftly enough to remain compliant. HR compliance audits is a very useful to ensure that the organization's policies and practices are in line with external regulations and laws, as a result protecting the organization and its business from impending legal action.

Goals of the HR Audit

- To assess the performance of the human resource department and its related activities to find out the effectiveness of the implementation of the various policies to achieve the organizational goals.
- To know the gaps, irregularities, lapses, short-comings, in the implementation of policies, practices, procedures, directives of the human resource department and to recommend corrective actions.
- To identify the factors which are not suitable to the implementation or wrong implementation of the planned programs and activities.
- To recommend measures and corrective action to fix the mistakes, defects if any, for guidance in future and guide for successful performance of the work of the human resource department.
- To assess the personnel staff and employees according to their performance appraisal reports and give suitable recommendations for enhancing the

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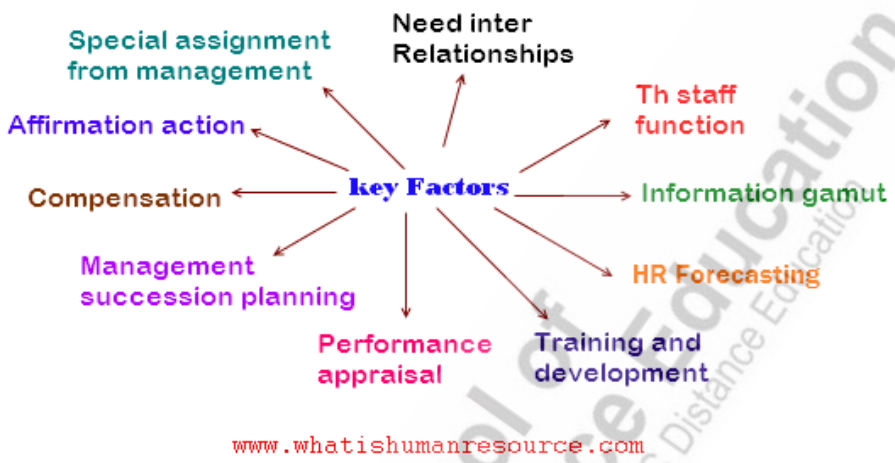
efficiency of the employees.

- To check the job chart of the human resource managers, administrative officers, executives, recruitment officers, executive officers, whether they have followed the directives and guidelines for managing human resources effectively in their respective departments.

Areas of HR Audit



Human resource audit dimension	
Main area	**Categories**
Human resource systems and strategies	**i. HRD systems**: objectives, structure, understanding implementation and business relevance of manpower planning, performance management, training, recruitment, OD and self-renewal, etc. **ii. HRD strategies:** quality, cost, customers, culture building, entrepreneurship, communication and commitment.
Human resource Competencies	i. Competencies of HR staff ii. Learning attitude of line managers iii. Empowering styles of top management iv. Learning orientation of non-supervisory staff v. Credibility of HR department and its activities
Human Resource culture and values	I. OCTAPACE values II. Organizational culture

Source: T. V. Rao (2008). HRD score card 2500: Based on HRD Audit

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Issues HR Audit

The HR audit process is no full proof and has its own problems and challenges. A human resource audit is a cumbersome process that would go for a period of time to make it sure that everything that is required to be audited will be completed.

Some of the Issues and Challenges in HR Audit:

1. Auditing Independence

Auditing independence is important issue in a human resource audit. The auditing firm or the auditor/s who carry out companies work with should be given independence in doing their job. Companies should hire an auditing firm with reputation to ensure that the results genuinely reflect of what the organization need. There should credibility to the audit results. It should be an outcome of an independent and unbiased assessment. After all, although some lapses are found, they will help as improvement for the company. Plus, companies should not think that self-assessment and audit are one and same. An audit should be carried out by a third-party organization.

2. The scope and audit method

In the real world two companies are distinct organizations. So, different methods of auditing should be applied. These auditing methods must be customized as per company's organizational features. Additionally, both parties should have agreement regarding the scope of the audit. Big corporations, require time for carrying out the audit. So there should a well-arranged schedule to prevent hampering the operations.

3. Auditor/s Capacity

The auditor/s that the organization hire should be capable of carrying out auditing process properly. They should have appropriate capabilities and experience for giving crucial recommendations per the results obtained in the audit. A well-equipped auditor can of immense help in pointing out the processes that need improvement. They can also give precious recommendations to tackle the identified problems. Human resource audit is a process which involves lot of hard work. But, companies should see that HR Audit is given its due importance because efficient management of the organizations' human resource capital is a crucial factor in the success of the company.

HR Audit Structure:

HR Function

Methods and techniques of auditing:

I) Recruitment and Staffing:

Recruitment is the process of finding and attracting suitable candidates to apply for the job. It includes knowing the vacancy in the organization, making the analysis of the job to be filled in terms of its duties and responsibilities, searching

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various sources from where the needed candidate can be found and lastly having the tests and interviews for selection. Audit of recruitment system involves:

A. **Understanding the jobs to be filled**

I. Making use of job description or competency profiles

a. Using job description or competency profiles in explaining requirements of job vacancy.

b. Availing manual with job description or competency profile.

c. Preparing job description or competency profile in consultation with top management.

d. Keeping job description or competency profile up to date.

B. Approaching the sources of recruitment

a. Making use of cost-effective methods of advertising

b. Use of advertising method to ensure better reach to candidates.

c. Finding out response to the advertisement in past.

d. Attracting and making short-list of candidates

i. Advertisement should well worded and giving required information regarding the job and criteria for selection.

ii. Describe of process of applying.

iii. Also making internal advertisement of vacancy.

iv. Considering candidates within the organization.

v. Utilizing the services of the placement agencies.

vi. Short listing candidates in accordance with job description.

vii. Consulting the functional heads before final short listing.

viii. Carrying out reference check.

Methods and techniques of auditing:

i. Interviews:

a. Interview of HR manager:

To find out information about:

1. Availability of job descriptions.
2. Involving others in preparation of job description.
3. Updating job description.
4. Making use of competency profile in recruitment.
5. Using advertising media for vacancy.
6. Using the services of placement agencies.
7. Carrying out Reference check.

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8. Making use of different selection methods.
9. Making use of psychometric tests.
10. Knowing people involved in assessment.
11. Finding out time taken for selection process.
12. Finding out the induction schedules etc.

b. Interview of line managers:

To find out information about:

1. Availability of job descriptions.
2. Information of vacancy to internal employees.
3. Clarity in the process of application.
4. Involvement of functional heads in selection process.
5. Strength and weaknesses of selection process.

ii. Documents/secondary data:

a. Job descriptions.
b. Vacancy advertisements.
c. Internal job postings.
d. Database of external applicants.
e. Format of application blank.
f. Psychometric tests.
g. Time table of selection process.
h. Communication sent to candidates.
i. Employee satisfaction surveys etc.

iii. Observation:

Use of physical infrastructure is made for running assessment center.

iv. Questionnaire data:

Information is sought from the HR managers, line managers and staff

(Source: https://shodhganga.inflibnet.ac.in/bitstream/10603/133133/11/11_chapter%203.pdf)

II. Employee orientation

This is the process of introduction of newly recruited employees to their jobs, co-workers, responsibilities, and workplace. It gives the employees an opportunity to get comfortable with their new workgroup, departments, and roles within the organization. Good employee orientation program clears all the doubts

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or concerns a new employee can have, explains the company policies and expectations, and makes it easy for them to get comfortable into their new positions.

Auditing methods and techniques:

i. Interviews:

a. HR managers

To know about

1. Saving time and company money
2. Reduction in employee turnover
3. operational efficiency
4. Benchmarking with some leaders in employee orientation.
5. Ways to improve orientation program to further enhance effectiveness.

b. Employees

To get information on

1. Making the new employee feel respected and valued.
2. Giving the necessary information.
3. Establishing good communication

ii. Documents/ secondary data

a. Orientation manual.

b. Orientation checklist

c. Orientation Evaluation and Feedback Questionnaire

d. Any documents or printed material with regard to orientation program.

III. Employee and Supervisory Training

Training can be described as a formal system of learning which improves employee's knowledge, skills and attitude regarding the job. It is a chain of programs targeted at enhancing the productivity of the trainee. The HR auditor should assess the system keeping in mind:

A. Identification of training needs scientifically

a) An annual survey consisting of employees across the organization.

b) Seriousness with which HR department conducts the survey.

c) Line managers completing survey forms/questionnaire on time and sending the same to HR department.

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d) Making use of different mechanisms like performance appraisals, assessment development centers and questionnaires.

B. Ensuring appropriateness of the training program by pre-training preparation

a) Availability of scientific mechanism to make sure that the training program is relevant and as per the needs of the candidate /organization

b) Preparing individual training schedules in advance

c) High involvement of the employees to make sure that the program is value adding

C. Post-training activities and requirements

a) Implementing individual plan for improvement

b) Sharing learning with others

c) Feedback to HR department or training manager

E. Learning culture and training budget

I. Well documented training policy that focuses on learning

F. Competencies of those handling training functions

a) Competent and trained staff in HRD handles the training function

b) Supervisors take training seriously and give it due importance

G. Encouraging supervisors to attend training program.

a) Giving adequate support to supervisors to develop new skills.

b) Assisting to supervisors in developing post training action plan.

c) Assessing supervisors with periodic feedback to facilitate their development.

H. Commitment and seriousness of top management

a) Conveying commitments for individual development by top management at various forums.

b) Carrying out periodic feedback from HR head about value addition done by training to individuals and overall organization.

c) Keeping of sufficient budget for carrying out training activities

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d) Investing time and efforts for the development of second line of management

G. Business linkages of training

i. Training is in accordance with business requirements and ROI is measured

ii. Training is seen as to be developing individual as well as organizational competencies.

Methods and techniques of auditing:

i. Interviews:

a. HR Managers:

To collect information on:

1. System to find out training need.
2. People in charge of need identification.
3. Impact on future plans and technological changes on the needs of training.
4. Process to finding out training institutes and training programs.
5. Process and period of preparation and finalization of training calendar.
6. Different methods of training used.
7. Assessing of effectiveness of training programs

b. Supervisors:

a. Information on training program attended last year and recommended for current year.

b. Usage of new technology for training.

c. Linking training programs to identified needs.

d. Quality of training institutes and training programs.

e. Participation in preparation of training calendar.

f. Freedom in selecting training institutes.

g. Action by subordinates post training.

h. Feedback regarding faculty and program.

i. Awareness regarding training policy.

ii. Documents/secondary data

a. Exhaustive format of training need identification.

b. Addition of training needs from performance appraisal form.

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c. Training calendar and training schedules.

d. Training policy documents, brochures and write-ups of the attended training programs.

e. Feedback forms from individuals and supervisors.

h. Training budget.

k. Any other report or material published in this regard.

iii. Questionnaire

HR audit questionnaire

(Source: https://shodhganga.inflibnet.ac.in/bitstream/10603/133133/11/11_chapter%203.pdf)

Benefit Administration / Compensation System

There can be many forms for carrying out this type of audit. This basically depends on needs of business. It is beneficial for ensuring that all regulations regarding implementation and giving benefits are being complied. It makes sure that compensation is in accordance with company objectives. It is useful to make sure that private employee information—like as health information regarding the administration of a health insurance benefit—is separated from employee's other information.

There are various reasons to carry out a compensation audit, and the gains in employee productivity and retention can spread through the organization. In a webinar titled "compensation: how to effectively manage base compensation with pay grades," Dan Kleinman pointed some of the answers that the company can get by conducting a compensation audit

Kleinman advised "more and more companies, executives, comp committees, and the board are asking for this – a compensation audit. Basically it answers what you have and how you use it. It should be a best practice in assessing all your compensation components." A compensation audit answers following questions:

- Is your compensation program suitably divided between base pay and variable opportunity?
- Is the way in which the company use compensation economically justified?
- Has the pay been distributed and balanced effectively?
- Are pay structures fine-tuned with organization's business structure?
- Are pay plans helpful in keeping the company's most productive employees? Kleinman explained, "Compensation is usually an issue for your most productive, your best employees when they feel undervalued, or feel that someone is being overvalued relative to them,"

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- Are pay plans helpful in keeping the company out of legal trouble?

Importance of Compensation Audits

According to Kleinman, "compensation is an extension of your management belief system." Likewise

- Company manages the compensation and not the marketplace.
- Compensation conveys a value message to everyone associated with the company
- It has a huge influence on staff productivity
- Compensation requires to be in accordance with values and operating priorities of the company
- It is not a standalone component; it is a crucial component of the strategic plan
- Compensation is relevant and meaningful only when it is embedded in company's culture.

HR Audit and workforce issues:

HR strategies dimensions

Sr. No.	HR Strategies
1	Communication
2	Employee engagement
3	Quality orientation
4	Customer orientation
5	Efficiency
6	Entrepreneurial spirit
7	Culture building
8	Talent management

Source: T. V. Rao (2008). HRD Score Card 2500: Based on HRD Audit

1. Workforce Communication

Communication strategy involves communication with individual employee and society. It consists of integration with family and the society. It also develops company brand. The integration of individual with the organization through his family and society is made possible through communication strategy.

The different aspects for auditing communication strategy are:

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A. Constant communication with employee and their families

a) How much the employees as well as their families are aware about the company's present and future plans.

b) System to make sure that communication of and by the company to employees and their families.

B. Continuous communication with the Society

a) Society's awareness about the company's activities, national and global awards, sponsoring activities etc.

b) Company's way of communication with the society, nation, city, clubs, management associations, hospitals, trusts, public gardens etc.

Methods and techniques of Audit:

i. Interviews:

a. HR managers

To collect information about:

a) How much employees and their families are aware about on company's present and future plans.

b) Present mechanism for communication.

c) Advantages and disadvantages of the existing mechanisms.

d) Ways of communication with society and itself through newsletters and magazines.

b. Line managers:

To find out:

a. Knowledge of present situation and future plans of the company.

b. Methods of communication with society and awareness about company's contributions.

c. Ways of improving for future in communication.

ii. Documents/secondary data

a. Documented communication by company to its employees and family members.

b. Company newsletters, magazines, notice boards and minutes of meetings.

c. Policy manuals, reports and documents which are in public domain.

d. Awards or trophies and Sponsored activities.

e. Corporate social responsibility (gardens, roads, etc.).

iii. Questionnaire

a. Relevant items from HR audit questionnaire.

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(Source: https://shodhganga.inflibnet.ac.in/bitstream/10603/133133/11/11_chapter%203.pdf)

2. Employee Relations

According to conference board in U.S.A. "employee engagement is a heightened emotional connection that an employee feels for his or her organization, that influences him or her to exert greater discretionary efforts to his or her work". The areas to be looked into while auditing employee engagement strategy include:

A. Engagement

a. Trust and integrity.

b. Motivating nature of job.

c. Knowing about correlation between employees' work and company performance.

d. Opportunity for career growth.

e. Feeling of pride about the company.

f. Development of employee.

g. Employee-manager relationship.

B. Ownership

a. HR systems and processes to improve a feeling of ownership among employees.

b. Effective implementation of HR systems.

c. Innovative practices to improve sense of ownership among employees, consisting of periodic research and mentoring.

Auditing methods and techniques:

i. Interviews:

a. HR managers

To collect information on

1. Existing problems related to employee engagement, ownership and commitment
2. Clarity of role among employees.
3. System used to enhance engagement, feeling of ownership and commitment.
4. Benchmarked practices.
5. Adjusting of HR function to improve these issues.

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b. Line managers/ functional heads

To collect information on

1. Employee feelings about engagement, ownership and commitment.
2. Help from HR department on these issues.
3. Their suggestions for improving the same.

ii. Documents/ secondary data

i. Policy manual.

ii. Employee engagement surveys.

iii. Any research study carried out to know the feeling of engagement, commitment and ownership among employees.

ii. Questionnaire

I. Use of any standard questionnaire to assess engagement, commitment, accountability and ownership.

(Source: https://shodhganga.inflibnet.ac.in/bitstream/10603/133133/11/11_chapter%203.pdf)

Performance management

It is the system of tracking and assessing the performance of the employees in the organization. It consists of performance planning, performance coaching and performance appraisal. The areas to be audited are-

A. Performance planning system and performance appraisal

a) Arranging organizational goals with departmental goals.

b) Lining up of departmental goals with individual and team goals.

c) Splitting of Key Performance Area into objectives.

d) Setting targets jointly.

e) Weighing each task/activity.

f) Writing down time bound goals.

g) Making clear communication of behavioral qualities to be evaluated.

h) Analyzing time spent on various activities.

i) Supporting performance planning with training.

j) Making provision for review and mid- year evaluation.

k) Keeping performance management manual accessible for employees.

B. Promoting culture of objectivity, fairness, performance orientation and motivation

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I. Performance review and analysis

a. Discussions of quarterly progress review among appraiser and appraisee.

b. Discussion includes performance areas aligned with organizational goals.

c. Thorough understanding of own performance keeping in mind the business goals and environment.

d. Discussing behavioral traits of the appraisee including positive traits & gaps.

e. Ratings in half year.

II. Recognizing hindrance and supporting factors in performance

a. Recognizing factors that assisted individual in achieving the targets.

b. Providing empathetic environment for discussing problems, issues and conflicts.

c. Performance feedback, development and counseling

III. Performance feedback

a. Setting up system of providing feedback.

b. Seriousness of line managers.

c. Supporting employees for acting on feedback.

IV. Employee development

a. Linking appraisal to training and development and other systems.

V. Performance counseling

a. Mentoring systems.

b. Counseling after appraisal.

D. Performance ratings

a. Clearly specifying rating scale and systems.

b. Ii. Training and counseling to appraiser to get over rater's bias.

c. Iii. Measurement against pre-decided performance standards.

d. Making use of multi-source feedback (360 degree feedback) mechanism to reduce bias.

(Source: https://shodhganga.inflibnet.ac.in/bitstream/10603/133133/11/11_chapter%203.pdf)

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Team Building

Either it is the workplace, professional sports or the community, teams are not built in a day. They need to bring it together, nurture and build – and that needs a remarkable amount of time and effort, not to forget great leadership. And once there is an implementation of strategies, there is a need to assess the effectiveness of team building activities to find out if the efforts were balanced with results oriented.

TEAM – Together Everyone Achieves More

Team building is the creating bonds between co-workers that facilitates for them to work more efficiently together. Professional organizations need to invest time, effort and resources aimed at strengthening the ability of the employees to work together and be more productive. Team building activities assist employees and managers in better understanding of one another's strengths and weaknesses. Executing tasks together strengthens skills connected with great teamwork – from communication to trust and cooperation – facilitating them to work with more cohesiveness when back in the office.

Measure Effectiveness of Team Building Activities

It's important that every team building activity is planned, needs to have intended drive and give a solid return on investment (ROI). But measuring effectiveness of such initiatives is not easy. Measuring the impact of team building in terms of numbers can be harder, particularly when it isn't be related to financial performance or output.

1. Establish a Baseline of Comparison and Identify Long-Term Goals

It is easy to establish basic business baseline metrics that can give a sign of how successful the team building was. Things like absentee rates, daily/weekly/monthly profit, productivity rates and overtime can be checked and evaluated. Measuring these numbers before and after for comparison can give a good insight of how effective the team building was. Apart from collecting performance and productivity data, observation can be made about how the team operates on a daily basis and a note of internal dynamics and behavioral patterns can be made.

Do meetings go on for too long as people aren't working as per the key issues? Are only a few employees contributing to group discussions? Have miscommunications caused inefficiencies or mistakes?

Areas need to be identified where the teams are struggling and a way can be decide for improvement in those specific areas. Measuring against this definition using the baseline metrics and observations will assist in gaining a clear picture of the progress.

2. Comparing with successful teams

Studies point out that successful and productive teams have certain social characteristics. In a Harvard Business Review study, researchers were able to accurately forecast what kind of team would win a business competition as per learned social characteristics alone—not even taking into account the quality or strength of their pitch.

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Check whether

a. Communication is given due importance where everyone in the group speaks and listens almost for the same amount time.

b. Communications are clear, succinct, and energetic.

c. Communication is multi-directional and not just between leaders and subordinates.

d. People exhibit engaged body language, like facing one another and with active listening and speaking gestures.

e. There is active brainstorming in small groups to bring ideas back to the larger team.

f. Team members endeavor to collaborate in person rather than using technology.

Ask for Feedback- This appears to be most obvious evaluation method and the most widely not given importance. Carrying out anonymous surveys using apps can help to know how the team feels and assess the impact of team building events.

Questions can be asked about workplace communication, productivity, creativity, group dynamics, job satisfaction, and office environment before and after the team building event. This can not only assist in identifying the areas needing immediate focus, but also help in tracking the progress and identification of opportunities for growth. Feedback should be taken at regular intervals rather than carrying out one-time survey.

Apart from taking general feedback, employees can also be asked about the team building events and system itself. Motivating them to reflect on the event and discuss how team building lessons or skills can be used to their job will enhance engagement and content retention. Additionally, this feedback can promote employee involvement for future events as they will get a feeling that there thoughts are heard.

Look at Your Bottom Line- Companies that invest in team building activities typically have lower employee turnover rates and their employees are more cohesive, efficient and innovative—all qualities that directly mater for their bottom line. When employee retention rate is higher, recruiting, hiring, and employee onboarding costs go down. Effective, efficient, and innovative teams, result in higher customer satisfaction and retention rates, propelling sustainable revenue growth and expanding brand's influence.

These impacts cannot be immediately measured, team building system should be evaluated in terms of long-term investment in company's health.

Summary:

The first and most crucial procedure in the smart HR audit program is making sure that the organization is in compliant with state, central, and local laws and regulations. HR compliance audits are helpful to the business in avoiding HR headaches and hefty financial penalties. The HR audit process is no full proof and

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has its own problems and challenges. A human resource audit is a cumbersome process that would go for a period of time to make it sure that everything that is required to be audited will be completed. Auditing independence is important issue in a human resource audit. The auditing firm or the auditor/s who carry out companies work with should be given independence in doing their job. In the real world two companies are distinct organizations. So, different methods of auditing should be applied. These auditing methods must be customized as per company's organizational features.

Self-Assessment Questions

1. How to conduct HR audit?
2. What are goals and areas of HR audit?
3. What are issues of HR audit
4. Explain HR audit structure.
5. What are HR audit and workforce issues?

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UNIT 3
AREAS FOR HR AUDIT

Learning Objectives

After Reading this lesson, you should be able to understand:

- Audit of HR Planning and HR Development
- Audit of Industrial Relations and Managerial Compliance
- Audit of HR Climate and Corporate Strategies
- The HR Audit Process

Introduction

A human resource department audit is useful for the company for knowing how well its human resource department is working, whether it complying with the requirements led down by governmental laws and finds out areas that require improvement.

Audit of Manpower Planning:

Manpower planning system means forecasting required level of human resources in terms of quality and quantity to fulfil organizational goals and objectives. It estimates manpower requirement for future as per the long term goals of the organizations and comparing it with existing manpower and makes analysis of them. Arrangements are made for downsizing and if there is a shortfall, it is identified and required arrangements are made for recruitment. It also takes into account different internal and external sources for recruitment and training needs to fulfill future needs. The various elements for auditing manpower planning are:

A. Situation analysis

i. Assessing the external environment

a. Taking into account market trends, business challenges, technological developments and government policies.

b. Documenting the analysis for making manpower decision.

c. Impact of changes on working practices.

d. Effects of new technology on manpower involvement and output.

e. Impact of manpower turnover on organizational performance

f. Calculating manpower turnover ratio.

g. Comparing past trends and forecasting future trends.

h. Analyzing reasons for high/low turnover.

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ii. Assessing manpower requirements from business plans

a. Taking into account various aspects of business plans, marketing plans, capital equipment plans, financial limitations etc.

b. Analyzing needed changes in manpower regarding growth plans.

c. Analyzing more relevant skills and competencies that are useful for future.

d. b. Finding out essential present skills for future demands.

e. Knowing new skills to be developed.

f. Analyzing current manpower profile and utilization to fulfill future manpower requirements.

g. Available data on employee classification based on qualification, experience etc.

h. Performance appraisal data.

i. Level of training possible.

j. Retirement plans.

k. Consideration of organizational capability to maintain current manpower

l. Status of organizations and its brands in the market.

m. Comparing pay scales, culture and reputation against industry standards.

n. Capability to attract people from current manpower

o. Comparison of pay scales.

p. Motivational and retention strategy.

q. Organizational and individual growth plans.

iii. Manpower supply

i. Analysis of current manpower profile and utilization to meet future manpower requirements

   a. Available data on employee category, qualification, experience etc.

   b. Performance appraisal data.

   c. Extent of training possible.

   d. Retirement plans.

ii. Assessment of organizational capability to retain current manpower

   a. Reputation of organizations and its brands in the market.

   b. Ability to attract people from current manpower.

iv. Manpower plan

   a. Availability of adequate supply of manpower when required

   b. Thorough analysis of manpower demand and supply.

   c. Comprehensive planning to meet manpower requirement i.e.

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recruitment, motivation and retention strategies.

d. Ensuring optimum utilization of manpower

e. Clear job description.

f. Involvement of other departments

g. If the human resources plan requires restructuring or downsizing, are there strategies in place to deal with displaced employees?

h. Is outplacement assistance provided?

i. Are strategies in place to give remaining employees?

Audit of Human Resource Development

Human Resource Development (HRD) includes the framework for assisting employees in developing their personal and organizational skills, knowledge, and abilities.

HRD is one of the most crucial opportunities that employees look for. The ability, and encouragement of the organization to continue to develop their skills help it to retain and motivate employees.

Human Resource Development consists of opportunities like employee training, performance management and development, career development, coaching, succession planning, mentoring, key employee identification, and organization development.

Check

a. What are the expected changes in the organizations technology, markets, processes, and products/services?

b. What are the HR needs these changes will call for, e.g. new skills, education, knowledge and abilities?

c. What are the sources outside the organization supplying these demographics?

d. What are the sources within the organization giving this information?

e. How often and how far these assessment needs to be carried out in future?

f. Is there one position responsible for reviewing and assessing the HR department's skills, education, interests and needs?

g. In what way this assessment carried out, formally or informally?

h. How frequently are these assessment to be updated e.g. annually, once in two years, three or more years?

i. To whom are this assessment and any projections communicated?

j. Are this assessment and forecast used for training and development?

k. Are this assessment and forecast about workforce used for career planning in accordance with organizational and individual skills, abilities and needs?

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l. Is there a formal career planning process in place in the organization?

m. Is there a career counseling system to find out individual skills, interests and needs, and which provides in placement and/or developmental assistance?

n. Are employees with high-potential identified for key positions?

o. If yes, is there a succession plan in place to target employees with high potential?

p. Are human resource forecast i.e., numbers, skills, knowledge, ability, job classifications, and education levels found out in the recruitment plan?

q. Does organization's budgeting process includes human resources projections?

r. Does the organization have plans for ensuring fulfilment and development of human resource needs?

s. On a scale of one to seven (seven means high and four being sufficient), how does HR staff rate the human resources development process?

t. On the same one-to seven scale, how other departments would rate the human resources development process in the organization?

Audit of Training Training

programs, processes and strategies makes it possible for the organizations to develop and improve their human resources to optimize their contributions for meeting organizational objectives.

Following is the exhaustive HR audit which is good place to begin to make sure that the HR department is meeting the workforce needs as well as overall organizational needs.

Check for

a. Is there a policy that describes the organization's philosophy regarding employee training and development?

b. Is there a position in the organization responsible for checking and coordinating training and development activities?

c. Is there a process for the assessment of the organization's immediate training needs and individual development needs?

d. If yes, in which way the assessment is carried out?

e. What is the frequency with which the assessment is updated?

f. Who are participates in the process of assessment?

g. Is there a process to find out the organization's future training needs?

h. If yes, in which way this assessment carried out and who are the participants in the process?

i. To what extent in the future the needs are projected?

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j. Are job skills, knowledge and ability taken into account while assessing training needs?

k. Are new technologies, processes, products, services, market changes considered in checking training needs?

l. Are organizational issues, like mission, objectives, cultural change taken into account during the assessment of the training needs?

Industrial Relations:

According to C,B. Kumar "Industrial relations are broadly concerned with bargaining between employees and trade unions on wages and other terms of employment. The day-to-day relations within a plant also constitute one of the important elements and impinge on the broader aspects of industrial relations."

According to V.B. Singh "Industrial relations are an integral aspect of social relations arising out of employer employee interaction in modern industries, which are regulates by the state in varying degrees in conjunction with organized social forces and influenced by prevailing institutions."

Check for

- Number, type, and result of grievances and appeals
- Internal processes of grievances redressal
- Other types of alternative dispute resolution used
- Communication methods and forms;
- Number, type, and result of corrective and disciplinary actions
- Any methods applied to solve work environment issues
- Current state of labor court cases
- Overall relationship with workman/employees and union

Audit of HR function -This comprises of audit of all HR activities. The goal of every activity must be decided. Analysis of the performance must be carried out and accountability of who is responsible for current problems must be set. There should be review of all performance and direction must be provided to follow up the action plan so as to rectify the deviation.

Audit of Managerial Compliance-Audit of managerial compliance includes a comprehensive analyses of all personnel policies and procedures in work and laws that are applicable to the organization. Additionally details of these information must be analyzed to check how effective they have been and suggest corrective measures if problem arises.

Audit of HR Climate- The HR climate is a crucial element within any organization, it impacts employees motivation, morale, performance and thereby affecting the overall turnover of that particular organization. The HR climate can be analyzed by studying the employees' attitude, absenteeism and turnover. Audit of corporate strategy-Rather than assuming corporate strategy HR professionals

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work on detrimental areas and achieve success. Corporate strategy facilitates competitive advantages within any organization. Top management controls the usage of SWOT analysis and finds out the methods of gaining advantage. HR always gets affected when the company emphasizes on advanced marketing channels, service, innovation, or some other approach.

Process of Auditing: Planning Questions, Collecting Data, Analyzing the Audit Data, Interpretation

Although the process differs from organization to organization, normally it consists of the following steps:

1) **Briefing and Orientation:**

It is a preparatory meeting of key staff members for:

- Discussing specific issues found to be significant,
- Chalk out audit procedures
- Design plans and programs of audit.

2) **Scanning material information:**

It includes scrutinization of all available information relating to the personnel, appraisal forms, personnel handbooks and manuals, guides, material on recruitment, computer capabilities and all similar other information considered important.

3) **Surveying employees:**

Employee survey includes talking with key managers, functional executives, top functionaries in the organization and even employees' representatives, if required. The objective is to identify issues of concern, show strengths, forecast needs and managerial philosophies on human resources.

4) **Conducting Interviews:**

Questions to be asked - The direction in which audit must go depends on issues found out by scanning the information collected for the purpose. But the audit efforts will get boost if clarity is achieved regarding the key factors of human resource management chosen for audit and the interconnected questions that need to be checked.

The following model describes the different key factors on which information is required during human resource audit. It is designed from the interview guide used in an electronics company. It encompasses a wide span of topics of keen interest regarding human resource management practices in the organization.

The questions to be asked on these topics require to be framed with lot of care. These questions may be formed by the interviewer/audit team on the following aspects as pointed by each topic.

The interview process and the sequence of questions is mostly as crucial as their content. 'Focus Interview' is another important method. A focus interview includes meetings between a trained interviewer and selected

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members of the organization. In this the interviewer asks a number of questions planned and prepared in the same manner as the interview questionnaire.

5) Synthesizing:

The data thus collected is synthesized to present the

- Present situation
- Staff pattern
- Issues identified
- Priorities

In the same way future needs are found out and suitable criteria is developed for focusing the priorities of human resource and make specific recommendations.

Employee Readiness to Commit to Change

Are your employees likely to change? Employees are more suitable to back the change if they are ready to make changes. It shows that they believe in the changes, have the time and energy to put in the changes, and organization outside their department or workgroup is ready to support the changes.

For instance, a CEO sends an email seeking answer about the opinion of his executive staff about starting a continuous improvement process using work teams. The instant response from many with practical experience with teams and continuous improvement is that the organization is not ready to adopt such a process. They're right. The company is in the mode of transition from an execution or tactical mode of operation to one that is strategic. That transition will consume all of the available energy.

Check the Readiness of Employees

The readiness of the organization to participate in change can be checked. Tools are available to assist in assessing their readiness, and also qualitative or observational information from internal or external staff and consultants.

Following questions need to be answered:

- What is the level of trust within the organization?
- Are people feeling positive about their work environment?
- Is there a history of transparency and open communication?
- Can financial information be shared with employees and can they be trusted for maintaining its confidentiality?
- Does organizational culture encourage positive interpersonal relationships based on respect and the perception of equality?
- Is organizational culture centric around customers need?
- Is there deep commitment among senior staff members about making the desired changes?

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These factors have a deep impact on people's readiness to change. If there is a start of building this positive and supportive environment before the change, it in itself is half success. The commitment and support of employees are important when change works.

Employee Commitment

A new manager wanted to persuade the staff for some changes in the operations of the department. He was informed that everything depended on how he wanted to spend his time. During change management manager needs to spend the time with the employees. On the front side, time needs to be spent on informing staff and securing staff commitment to the changes. The other way is that the manager can spend his time assessing and systematizing the changes at the back side after implementing the changes. Any manager needs to spend the time. There is no alternative to this investment. However it can be a lot easy and motivating when the manager spends the time with the employees getting them ready to commit to the change. Change can take place only when there is commitment of the employees—generally faster and in ways those were impossible even to imagine.

Really, if staff members react negatively to the change, if the manager fails to get their support and commitment, the ideas of changes can be sabotaged also. Employees need to commit with their hearts and with their feet on ground. The employees most frequently leave their jobs due to inefficient managers. Without commitment, staff would feel demotivated and disgruntled. For getting employees' wholehearted commitment to any change, employees who are expected to implement the change must be involved in bringing out the change. It nowhere means that the ultimate goal must be set by consensus, but the employees must be involved significantly in describing the picture that the manager wants to see post change implementation. Employees must be involved in setting the details about how to get there.

For boosting employee commitment to change they must be involved in the process of:

- Designing the changes
- Implementing the changes
- Checking the effectiveness of the changes
- Finding out the tweaks that are essential for creating continuous improvement.

There can be no wholehearted support a change if the employees are not involved in the process. This key thing must be remembered otherwise manager will forever have to face employee resistance to change.

Post Audit Steps

6) Reporting:

Like the planning meetings, briefing and orientation, the results of the audit

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need to be discussed in several rounds with the managers and staff experts. During the process, the issues that get highlighted are brought to the attention of the management in a formal report.

In short, human resource audit is an essential approach to human resource planning. It is practical if it is conducted correctly, can increase the effectiveness of the design and implementation of human resource policies, planning and programs. A periodic and systematic audit is helpful to human resource planners for developing and updating employment and program plans.

Audit reports

The audit report is an elaborate description of HR activities that consists of both appreciation of effective practices and suggestions for improving practices that are ineffective. An identification of both good and bad practices is much balanced approach and it encourages further acceptance of the report. An audit report comprises of several sections. One part is regarding line managers, another regarding managers of specific HR functions, and the last part is for the HR managers. For line managers, the report sums up HR objectives, responsibilities and duties regarding them. Examples of duties consist of interviewing applicants, motivating workers, training employees, performance evaluation, and fulfilling employee needs. The report also finds out people's problems. Breach of policies and employee relations laws are brought into focus. Poor management practices are shown in the report along with the recommendations.

The specialists who look after functions like employment, training, compensation, and other activities also require feedback. The audit report they get identifies areas of good and poor performance within their functions. For instance, one audit team pointed out that many jobs did not get qualified replacements. This information was then passed on to the manager of training and development along with the recommendation having more programs for developing promising supervisors and managers. The report can also give other feedback like attitudes of operating managers towards the HR specialists' efforts.

The HR manager's report includes all the information passed on to both operating mangers and staff specialists. Additionally, the manager gets feedback regarding:

1. Attitudes of operating managers and employees regarding the department's benefits and services.
2. A review of the departments' objectives and plans to fulfill them.
3. Problems of HR and their impact.
4. Recommendations for required changes and the priority for their implementation.

With the information of the audit report, the HR manager can have a broad view of the function. Rather than solving problems in a random manner, the manager can concentrate on those areas which have the greatest potential for

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improvement of department's contribution to the organization. The most likely important things is that the audit works as the map for guiding future efforts and a point of reference for future audits. By having knowledge of the current performance of the department, the manager can chalk out long term plans to improve crucial activities. These plans find out new goals for the department, which work as standards for future audit teams.

Summary:

Human Resource Development (HRD) includes the framework for assisting employees in developing their personal and organizational skills, knowledge, and abilities. HRD is one of the most crucial opportunities that employees look for. Audit of managerial compliance includes a comprehensive analyses of all personnel policies and procedures in work and laws that are applicable to the organization. The HR climate is a crucial element within any organization, it impacts employees motivation, morale, performance and thereby affecting the overall turnover of that particular organization. The HR climate can be analyzed by studying the employees' attitude, absenteeism and turnover. The audit report is an elaborate description of HR activities that consists of both appreciation of effective practices and suggestions for improving practices that are ineffective.

Self-Assessment Questions

1. How to carry out audit of HR planning?
2. How to carry out audit of HR development
3. How to carry out audit of industrial relations?
4. Explain post audit steps.

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UNIT 4
AUDIT AND HR SCORECARD

Learning Objectives

After Reading this lesson, you should be able to understand:

- How to Approach HR Scorecard and reasons of HR Scorecard
- Maintaining Human Resource Scorecard Framework
- Competency Management Framework
- Competency Mapping

Introduction

The argument in favor of the HR Scorecard is that HR measurement systems should have a clear understanding of organizational strategy and the capabilities and behaviors of the workforce needed for the implementation of the strategy. In this way an HR Scorecard serves as a mechanism for describing and measuring how people and people management systems contribute to the value creation in organizations, and also communicating key objectives of the organization to the workforce.

HR scoreboard is based on a strategy map showing a visual depiction of "what causes what" in an organization, starting with people and ending with outcomes for shareholder or other stakeholder. The HR Scorecard is designed around a number of examples and a process that assists managers to do this work in their own firms – building an HR architecture that continuously highlights and reinforces the implementing the firm's strategy.

(Source: https://strategichrinc.com/hr_scorecard/)

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The HR Scorecard has five important elements:

- **Workforce Success-** It checks: Has the workforce achieved the important strategic objectives for the business?
- **Right HR Costs**- It checks: Is the business' total investment in the workforce (not just the HR function) sufficient (not just minimum)?
- **Right Types of HR Alignment** - It checks: Are organization's HR practices drawn as per the business strategy and change according to positions, where needed?
- **Right HR Practices.-** It checks: Has the organization designed and implemented world class HR management policies and practices across the business?
- **Right HR Professionals. It checks**: Do the organization's HR professionals have the skills they require to design and implement a world-class HR management system?

How to Approach a Human Resource Scorecard

The base for an HR scorecard is that HR can and should build metrics to point out how HR activities have impact on profitability. The recommended process is:

1. Find out the critical deliverables for Human Resources.
2. Know HR's customers (for the deliverables).
3. Spell out HR activities that give the critical deliverables (like talented staffing or a retention initiative).
4. Carry out cost-benefit analysis of activities that gives deliverables.

Finally, it's essential to enquire regarding right questions to decide if HR is giving the appropriate deliverables. For example:

- How many exceptionally talented candidates do the organization recruit and retains for each strategic job opening?
- How many hours of results-oriented training does a new employee get yearly?
- What is the difference in merit pay between high-performers and low-performers?

Understanding Reason for Implementing Human Resource Scorecard

The important benefit or usefulness of tools like HR Scorecards is that it draws HR strategies as per the broader organizational strategies and the merging organizational goals with the HR goals making the HR function as per the overall organizational ecosystem.

For example, how this works in reality is that if an organization finds out excellent customer service as a strategic goal, the HR scorecard facilitates in measurement of the benefits of initiatives like training the customer service

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representatives and the related staff costs of hiring and retaining such key personnel.

At the end of the year, there is measurement of the benefits of the initiatives through customer feedback surveys which are tallied to the costs of such initiatives in order to make key decision makers and the HR Managers have a look at the effectiveness and efficacy of their hiring and retention strategies and their benefits and relevance to the overall organizational goals and objectives.

To put it in other words, the HR function is no longer stand alone but instead, is aligned according to organizational ecosystem of goals and objectives.

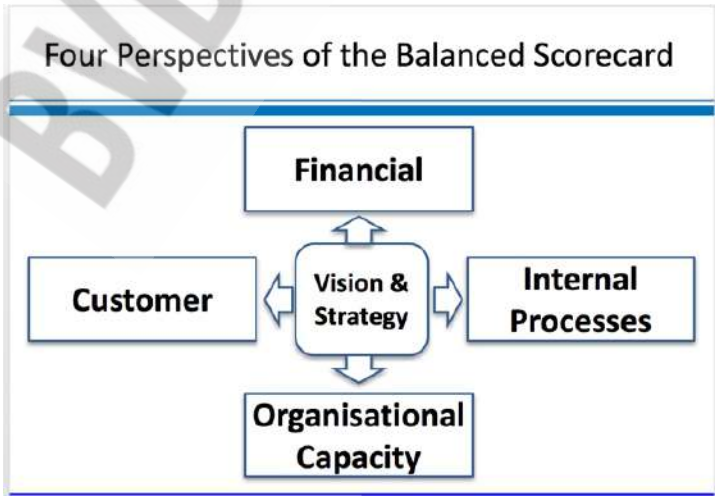
Business Context of Human Resource --Aligning HR and Organizational Strategies

The alignment of HR strategies according to the organizational strategies brings synergies for all the stakeholders of the organization. For sure, while there can be an argument that the HR Function is obviously expected to be in alignment with overall organizational imperatives, the essential benefit that the HR Scorecard provides is that it gives data and metrics to help its qualitative narrative. In different words, the HR Scorecard operates on data-driven and metric-based measurement and checking the progress and the benefits of the various initiatives. This approach based on date mixed with an objective CBA or Cost-Benefit Analysis means that decision-makers can find out where costs can be reduced or there is an optimization and rationalization of benefits from such costs can be done.

In conclusion, an HR Scorecard is a totally new way for alignment of HR and the overall organizational goals and objectives.

Maintaining Human Resource Scorecard Framework

How to Apply the Balanced Scorecard in HR



(Source: https://www.tutor2u.net/business/reference/balanced-scorecard-introduction-overview)

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Mission/Vision

Organization's HR mission or vision is different from that of the organization, and should be used to emphasis the key focus of the department. For example:

"We want to provide the highest-skilled employees for all our business departments and support a culture of collaboration between each department and all employees."

For HR, supporting this mission needs having the right compensation systems in place, developing the right culture maps, and deciding the skills required for each role in every department. While departments normally do not have a formal mission or vision, having an informal mission or vision for guiding the department functioning is quite helpful—especially in a big sized organization.

Customer Perspective

HR normally has two types of customers that are required to be represented in a scorecard:

ii. Business partners or business units- Teams of leaders of operating departments expect the HR department to concentrate on finding the best talent, doing timely hires, and work as a trusted partner regarding HR-related business issues.

iii. Employees of the company- Employees of the organization normally look to HR for supporting their company's culture, prioritizing employee satisfaction, giving employee training, ensuring fairness in employee compensation, etc. Understanding what is essential for both groups of "customers" makes it possible for the HR department to give better support wants and needs of the company. Typical HR measures e.g. sick time and turnover rates have no much effect when there is strategic thinking.

HR professionals must listen to the concerns and feedback from both groups as they may inform HR department that it is too slow in a filling key vacancies or that HR department needs to concentrate more on culture and training for giving better support to the way in which business units operate.

Financial Perspective

It is likely that the organization has a vested interest in cutting down or managing HR costs, which in turn results in cost reduction or management needs to be part of financial perspective. But there are also benefits for the whole organization when there is an investment in HR. This means there should be a balance between both aspects by checking the ROI of investing in employees, time lost because of staff vacancies, ways of improving the skill sets of employees, etc. Like previously mentioned, organization's financial perspective can be side-by-side with organization's customer perspective, which can be helpful in demonstrating how the expenses incurred in meeting customer needs. For example, quick hiring can raise productivity of a department, and checking

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labor costs and benefits which in turn can reduce labor turnover altogether. So it's essential to be able to explain the benefits of organization's activities, and how they are directly connected to the financial contribution HR makes to the organization as a whole.

Internal Perspective

Internal perspective is the major point of difference for profit making organization's overall scorecard and HR scorecard. In the overall scorecard it is likely have themes regarding innovation, cost efficiency and customer management,—whereas an HR scorecard, will have themes around some of the following:

Hiring: Objectives regarding recruiting, developing and retaining talent

Culture: Whether there is an emphasize on high-performance culture or a culture of social responsibility and engagement, the HR department normally has processes that are helpful in shaping it.

Communications: HR typically plays an important role in communicating information regarding strategy, compensation, and organizational performance to employees.

Compliance: Just like the regulatory theme in an organization-wide scorecard, HR consists of both governmental and intra-company policies that must be followed.

Quality Service: Like customer management in an organization-wide scorecard, the HR department helps in clarifying the goals of all other operating departments and suggests ways to help those departments realizing their goals.

Training: HR often plays an important role in finding out the competency gaps in an organization and giving training opportunities to help ensure each department has the required resources to implement based on its priorities.

Not everything above is applicable to every HR department. While creating a strategy scorecard, an emphasis is given on key strategic areas. For example, if compliance is proving to be an organization-wide challenge, then it can be an internal process that will be highlighted in HR. But if the organization has compliance within its control, it may not show up in the scorecard at all.

Learning & Growth Perspective

HR departments often stumbles in the learning and growth (L&G) perspective because, in theory, they usher learning and growth for the entire organization—so they think L&G should be emphasized for the entire organization in their scorecard. However the L&G perspective of an HR department scorecard should only apply to how HR team members learn and grow, and the skill sets they need.

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Measuring Human Resource Effectiveness

Human Resource Scorecard Design

A Balanced HR Scorecard is not the same as an organizational scorecard. HR Balanced Scorecards have a lot similarity with organization level Balanced Scorecards, but they are a lot of differences.

Similarities between Organizational and HR Scorecard

- Both have objectives, initiatives, measures and action items.
- Both mostly use strategy maps.
- Both have the perspectives: financial, internal, customer, learning & growth.
- Both are used for describing a specific strategy and executing it.

The Difference between Organizational and HR Scorecard

Although for-profit, organizational scorecards traditionally put the financial perspective on the top of the strategy map, an HR scorecard normally does not. The HR department's main objective isn't to make money; but is to give support to its "customers" who are at the lower level on the map of organizational scorecard. Many HR scorecards keep their customer and financial perspectives side by side to show a balance between what they spend and how they help their customers; however they place their mission or vision at the top.

HR "customers" are normally internal to the business. Although a traditional scorecard makes use of the customer perspective to refer to people who buy from the company, HR customers are both –

6. Business partners and business units within the organization
7. Employees of the organization.

Many HR departments use both sets of customers in their scorecard. The themes of internal perspective in an HR scorecard are different from traditional scorecards. Michael Treacy and Fred Wiersema, who have extensively researched the topic, write that, in a traditional scorecard, business processes are often classified into three areas: innovation, customer intimacy, and operational excellence. But an HR Balanced Scorecard is most likely to have an internal perspective that move around key strategic areas in which the department works—like recruiting and retaining talent or developing a high-performance culture.

HR Balanced Scorecard:

HR scorecard strategy can be tested with the team leaders in other business units to make sure that the right things are focused. It is suggested that there should be separate meetings with business units that need to be supported and sharing the strategy with them. Suggestion should be invited regarding anything which is missing according to them, or any other thing that regarding HR department strategy and scorecard will support their department. Some interesting feedback

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can come through this exercise. For instance, scorecard puts emphasis on meeting compliance targets, but some leaders of the teams may feel that there is a need emphasize cultural change considering recent developments like #MeToo movement. This information can be helpful in selecting the right areas to emphasize, and change any that don't align.

HR scorecard strategy can be tested with the leaders of teams in other business units to make sure that there is a concentration on the right things. The scorecard must be kept simple. A scorecard must be strategic and should list top goals, not everything that the organization does. It is recommended to stick to 10-15 objectives and only one or two measures per objective, to concentrate on what is most important. HR scorecard's look, feel, and language must be aligned to the organizational scorecard. Keeping HR scorecard "on-brand" will make it possible to stay closely connected with the strategy of the company as a whole.

Competency Management

Background info

Competency-based human resources planning help in serving as a link between human resources management and the overall strategic plan of an organization. Competencies can be defined as "observable abilities, knowledge, skills, motivations or traits defined in terms of the behaviours needed for successful job performance."

In short, competency management, is also known as company-based management, facilitates the integration of human resources planning with business planning by helping organizations to check the current human resource capacity based on their competencies against the capacity required to achieve the vision, mission and business goals of the organization. Targeted human resource strategies, plans and programs (e.g., hiring and staffing; career development; learning; succession management; etc.) are then designed, developed and executed to close or fill the gaps.

Competency Management Framework, Design and Implementation Step-by-step plan Competency management is more or less the base of a coherent structure and application of the human resources department. Competency management can be applied in different ways. The following step-by-step plan is a helpful guide:

(Source: https://www.toolshero.com/human-resources-hr/competency-management/)

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1. **Description of General Core Competencies**

By first deciding which core competencies which are essential, the organization can make a general portfolio of the people that it is looking for. What is the company's main business, how does it make company stand different from competitors, and how company targets to project itself to the outside world? This step is at the strategic level, and moves around the question of which core competencies are needed to remain successful in the future. For example, an airline can emphasis on competencies like customer focused, service-oriented, solution-oriented communication. These are the competencies needed of employees in each department and within all business units.

2. **Development of Competency Profiles**

After making core competencies clear, one can start deciding the competencies of the individual employee. Obviously, they must derive from the core competencies. Each department needs specific knowledge, skills and professional attitudes. In case of an airline mentioned above, technical and analytical insight will be essential among the technical staff, whereas for the cabin crew, stress-resistance can be considered one of the core competencies.

If job-oriented competencies are ambiguous, it may be helpful to design profiles based on the interviews with managers and employees. Additionally, the established competency profiles can be added to the job descriptions. A complete list of competencies can also be entered in a competency handbook as a helpful way to contribute to competency management.

3. **Making Competencies Measurable**

After making clear which competencies to apply to the various positions within the organization, it is suggested to keep these competencies measurable. A link can be set between competencies, result areas and performance indicators. This can happen at department level i.e. tactical level, and it is the work of managers to communicate clearly this to their employees. By pointing in advance what is needed of employees and how individual competencies will be assessed, everyone can know what is needed of them. This can be made even clearer by setting SMART objectives; i.e. specific, measurable, acceptable, realistic, time bound. For instance, depending upon the number of complaints handled, this approach helps the airline company to measure how customer-oriented an employee has been in handling complaints during the last year.

4. **Create Support**

Regular employees may not necessarily like it if only top and middle management are deciding the competency profiles. The impression they may get that all the decisions regarding them are made without taking them into confidence. With employee involvement in making competency profiles, they are more likely to take these competencies to a higher level. Competency management can be successful only by creating support

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among employees. Additionally, what is important is that employees should understand its usefulness. In case of any resistance, it is the duty of management to have individual communication with employees.

5. Implementation Competency Management

Eventually, there should be an integration of all competencies into the human resources policy. Successful implementation of competency management can become the fact only after it becomes part of the corporate culture. At the operational level, the competencies can become the base for the selection and development process of current staff. Competency profiles are implemented and used during the process of assessment, performance evaluation and personal development interviews, and also during job interviews.

Career policy

Competency management also provides a practical tool for career guidance. Additional to the skills and knowledge of employees, personality and behavior of the employees too matter. The extent to which each employee has the right professional attitude and the level, to which they are willing to continue to develop and train, must be taken into consideration. Competency management is about understanding, using, and developing the competencies of all employees. This is the consideration for the business strategy and objectives, and a tool to create cohesion within the organization. Employees can be directed in this way depending upon their attitude. Competencies are developed based on the future rather than the past, and the focus in on employees' newly acquired skills. Competency management gives clarity and helps employees to work independently.

Competency Mapping

It is a process of finding key competencies for an organization and/or a job and building those competencies throughout the various processes (i.e. recruitment, job evaluation and training) of the organization. A competency can be defined "as a behavior (i.e. communication, leadership) rather than a skill or ability."

The steps which are part of competency mapping with outcome of job evaluation consist of the following:

- Conducting a job analysis by asking the job holder to fill up a position information questionnaire (PIQ). The PIQ can be given for job holders to fill up, or one-on-one interviews can be conducted using the PIQ as a guide. The primary objective is to collect information from the job holder what they feel are the key behaviors required to perform their respective jobs.
- Using the results of the job analysis, a competency can be developed based job description. This is designed with careful analysis of the input from the represented group of job holders and making it to standard competencies.

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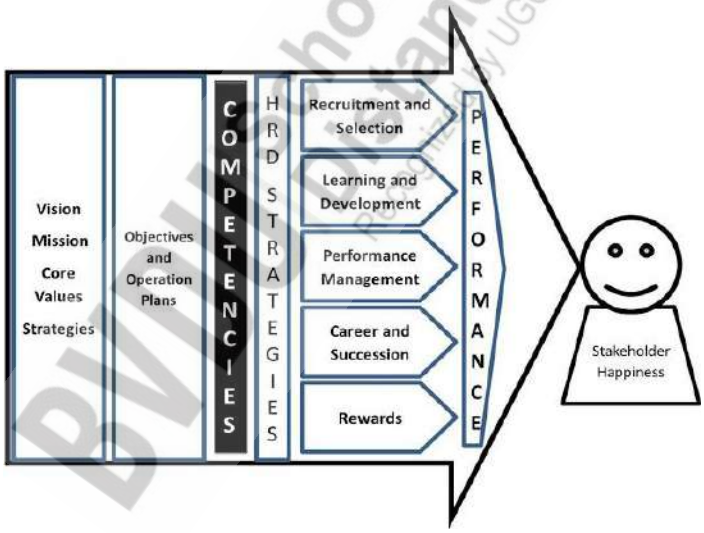
- With a job description based competency, process of competency mapping can be started throughout HR processes. The competencies of the respective job description become factors for assessment of the performance. Competencies are helpful in performing more objective evaluations according to displayed or not displayed behaviors.
- Taking the competency mapping one step further, results of job evaluation can be used to know in what competencies individuals require additional training or development. This will be helpful in targeting training needs on the goals of the position and company and useful to the employees for development for the ultimate success of the organization.

Integration of Competency-Based HR System

Mapping the competency needs of the organization and ensuring that employees' competencies are aligned with the business strategic direction is a good route to follow. But it takes more than giving the required competency-based learning intervention to make people exhibit the expected behaviors at work. A comprehensive and integrated HR strategy is required to build a competent organization.



(Source: http://anythinghr.blogspot.com/2018/01/developing-integrated-competency-based.html)

It all begins with deciding the required competencies to push the company forward towards achievement of its goals. It helps to understand what people need to do and what kind of behaviors they should exhibit.

Recruiting people with the right competencies or have the required aptitude for developing them is crucial part of the process. A wrong hire can not be rectified by training. It all starts with hiring the right people. The difficulty with using competency models to screen out candidates is, it is likely that hiring yield can decline because interviewer becomes stringent and less flexible. It is useful in developing a strategy for attracting and getting the required talents on board. With

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competency-based HR journey in recruitment, some money can be saved for closing competency gaps through learning and development.

The need for learning and development initiatives will always be there. As the organization follows new strategies, employees must learn new competencies. Designing a strategic learning and development plan must support the company's objectives by equipping people to exhibit the required competencies at work. However learning is not 'one stop solution' for competency development. Follow through, coaching and mentoring is needed to develop the necessary habits that gives result. Because of this reason competency-based performance management should be aligned with the company's competency development initiatives.

A need has been felt to rethink performance management system. Many global companies are getting away from their annual appraisal, replacing it with more regular feedback to aid performance development. Competency-based approach can be helpful to managers make expectations clear and performance feedback, even clearer.

Summary:

HR Scorecard serves as a mechanism for describing and measuring how people and people management systems contribute to the value creation in organizations, and also communicating key objectives of the organization to the workforce. The base for an HR scorecard is that HR can and should build metrics to point out how HR activities have impact on profitability. The important benefit or usefulness of tools like HR Scorecards is that it draws HR strategies as per the broader organizational strategies and the merging organizational goals with the HR goals making the HR function as per the overall organizational ecosystem.an HR Scorecard is a totally new way for alignment of HR and the overall organizational goals and objectives. Competency-based human resources planning help in serving as a link between human resources management and the overall strategic plan of an organization. Competency management is more or less the base of a coherent structure and application of the human resources department.

Self-Assessment Questions

1. How to approach a Human Resource Scorecard? What are the reasons for implementing Human Resource Scorecard?
2. Explain the framework of Human Resource Scorecard.
3. What is balanced Human Resource Scorecard?
4. What is competency management? What is competency mapping?

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UNIT 5
THE HR AUDIT FOR LEGAL COMPLIANCE AND SAFE BUSINESS PRACTICES:

Learning Objectives

After Reading this lesson, you should be able to understand:

- Legal Compliance and Pre-employment Requirements
- Effectiveness of Human Resource Development as an intervention
- Human Resource Audit and Business Linkages

Introduction- What does the Human Resource Audit Cover?

Pre-employment Requirements, Hiring Process, New-hire Orientation Process, Workplace Policies and Practices

HR policies and practices should comply equal employment opportunity laws and other governmental regulations as they relate to recruitment, selection, placement, compensation and treatment of employees while improving the validity and effectiveness of related personnel systems.

- Does the organization have a stated policy covering equal employment opportunity laws?
- Does the organization state in explicit terms its position against discrimination because of:
  - Race
  - Color
  - Sex
  - Religion
  - Caste
  - Sexual orientation
  - Physical/mental handicap or disability
  - Age
  - National origin
  - Marital status
- How is this policy communicated inside and outside the organization?
- Is there one position in the organization accountable for checking and coordinating equal employment opportunity policies and procedures?
- Is there a review process for keeping the organization up-to-date regarding regulatory issues and compliance?

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- Is there analysis of job openings for job-related skills, knowledge education, and ability requirements?
- Are selection criteria drawn as per the job-related requirements?
- Can there be successful defense of all hiring decisions?
- Are all the tests which are part of hiring process valid?
- Are all recruitment managers trained in nondiscriminatory hiring practices?
- Has there been a review of employment to make sure that it fulfills all equal employment opportunity requirements?
- Is there an internal system for employees to register complaints regarding discrimination and harassment?
- Is there an explicit policy against sexual harassment?
- Is there a procedure to resolve sexual harassment claims which is implemented?
- Does the company give training to management on sexual harassment awareness and legal requirements?
- Does the company confirm to all provisions of the disabilities act?
- Do the company's job descriptions differentiate between those qualifications, physical requirements, duties and responsibilities which are essential and those which are nonessential?
- Are policy manuals, handbooks, advertisements, recruitment notices and job postings consistent legal requirements?
- Does the company comply with requirements set forth in the occupational safety and health act?
- Did the new come to know about work environment that would make them more comfortable?
- Did the orientation program had impression and impact that the company wanted to have on a new employee's first day?
- Were the new employees become aware of key policies and procedures on the first day to avoid mistakes on the second day?
- Were special things like desk, work area, special instructions, equipment etc. provided to make new employees feel comfortable, welcome and secure?
- Were positive experiences provided for the new employee that she/he could discuss with the family at the end of the first day of work? The experience must be something ensure that the new employee feel valued by the organization.
- What help the new employee's supervisor was provided so that he would be available to the new employee on the first day to give personal attention and to communicate a clear message that the new employee is an essential addition to the work team?

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HR Audit as Intervention

Introduction

In 1969 HRD concept was first introduced by Leonard Nadler in a conference in US. He defined HRD as "those learning experience which are organized, for a specific time, and designed to bring about the possibility of behavioral change".

Effectiveness of Human Resource Development Audit as an Intervention

The HRD audit begins with the following questions: Where does the company see itself after ten years, after three years, after one year from now? The top management is required to give the answer to this question. If long-term plan documents are made, they need to be reviewed. Depending upon answers, the experts finalize the related audit strategies and methodology. They find out the nature of the competencies the organization requires to develop in order to fulfill its long term, five to 10 years plans.

What is the available skill base-of the employees in the company relating to the different roles and role needs? This is checked by examining the qualifications of employees, job descriptions, training programs attended, and so on. Apart from this, interviews are taken to recognize the skill gap in the organization. Training needs and performance appraisal forms give insights into the competency and other skill needed.

What are the present HRD subsystems to assist the organization for development of competency base for the present, immediate future and long-term goals? The auditors find out different HRD subsystems that are present to make sure that there is the availability utilization and development of skills and other competencies in the organization. These systems and other HRD tools that an organization is using are examined in details to arrive at the systems usefulness score.

What is the current level of effectiveness of these systems in development of people and making sure that human competencies are present in adequate levels in the organization? The experts examine the effectiveness of each system. For instance, the effectiveness of performance appraisal system is checked by having a discussion with employees, one-to-one and in groups, regarding the effectiveness of the systems. The auditors go through the appraisal forms, at the connections between appraisals and framing, carry questionnaire surveys to check the level to which coaching and other components on other appraisals are being used and also conduct systems.

Is the present HRD structure in the organization adequate enough to manage the HRD in the company? At this stage, the auditors or experts check whether the present HRD structure can manage the pressing and future HRD needs of the company. They check the current skill base of the HRD staff, their professional preparation, values, attitudes, developmental needs, and the line manager's perception about them and so on. Additionally full-time staff, the experts also assess the HRD structure in terms of the use of task forces and other mechanisms.

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Are people management styles of the top management and senior manager in line with the learning culture? Here the experts assess the leadership styles, human relations skills and so on, of top managers. The level to which their styles assist in creation of a learning environment are checked.

HRD Audit assesses linkages with other Systems:

The audit examines Total Quality Management (TQM), strategic planning, personnel policies, etc., assesses HRD strategy, system, structure, staff, style, skill, and consultants, give suggestions on the basis of evaluation about the future HRD strategies needed by the company. The structure of the company requires to be developed for new competencies, the systems that should be strengthened, and the styles and culture that are compatible with the HRD process.

HRD Audit is Business-driven:

HRD audit concentrates on business goals. At the same time, it tries to bring in professionalism in HRD. While keeping the business focus, HRD audit tries to evaluate HRD strategy, system, structure, staff, skill and style and their relevance.

Effectiveness of Human Resource Development Audit as an Intervention

It can make the top management think in term of strategic and long-term business plans. It may appear that HRD audit should start with such strategic plans, but in some instances it has made the top management formulate such plans. Another perspective in this regard there cannot be people participation in HRD audit without them some sharing of these plans. So the audit has made the top management to share their plans across the organization which has resulted in the increased involvement and commitment from the employees.

Bringing changes in the styles of the top management

An excellent learning environment can be seen in companies having successful HRD. So one of the goals of HRD is to build a learning organization. A learning culture can be built by managers of the company shows an HRD orientation, ability to transform conflicts and problems into learning opportunities. Some of the top level managers in India have been found discouraging the motivation and learning of employees with their coercive, autocratic and even paternalistic styles of management. HRD audit emphasizes on the styles of management in order to point out the problems in the development of employees for the future. This has been helpful in giving subtle feedback to the top management and thereby starting the change process.

Role clarity of HRD department and the role of line managers in HRD

It is found in almost all cases, the HRD audit catches the attention of employees at different levels to the crucial role of the HRD department: in the present and also for the future. It is always better to have role clarity regarding the HRD department and the HRD function which will result in increased understanding of line managers regarding their HRD role and the uniform results of HRD audit. While the level may change from organization to organization based on various factors, this exercise has positive impact on employee productivity.

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Improvements in HRD systems

HRD audit is helpful in most organizations in assessing the effectiveness of their HRD systems, and in designing or redesigning HRD systems. The most frequently changed or renewed system are performance appraisal, job rotation, induction training, career planning and promotion policies, communication and training monitoring. Large number of organizations have changed or strengthened one or more of their HRD subsystem as an outcome of HRD audit.

Increased focus on human resources and human competencies

One of the outcomes of HRD audit is to concentrate on new knowledge, attitudes and skills needed by the employees. Comments are given about the technical, managerial, human and conceptual competencies of staff at different levels. This differentiation has been helpful to the organizations in recognizing and focusing sharply on the competency needs and gaps. The audit sets up a system of role clarity and fixing accountability. This can happen through separate role-clarity exercises or through the development of appropriate performance appraisal systems. In either case, the attention of the organization is drawn on developing the competency base of the organization. Missing aspects of competencies are taken into account. For example, one organization was found to overlook the human relations competencies of their staff which resulted in quite a few problems and wastage of time. With HRD audit many of these problems are streamlined. The different HRD policies also get strengthened.

Better recruitment policies and more professional staff

HRD audit suggests the competence base needed by the organization. It provides direction for competency requirements of employees at different levels, thereby giving a base for recruitment policies and procedures. As a result, in some organizations, new recruitment and retention strategies have been designed.

More planning and more cost-effective training

HRD audit helps in examining the returns on training. One of the aspects underlined in the HRQ audit is to measure the investments made in training and seek answers about the returns. The process of identifying training needs, and making use of training and learning for organization growth development are examined. Training requires direct investment. Therefore any cost benefit analysis is helpful for management and HRD managers to review the training function with relative ease. For example, in one organization training function was strengthened by introducing a new system of post training, taking follow up and dissemination of knowledge to others by seminars and action plans. Many organizations have designed training policies and systematized their training function. Assessment of training needs also has become more scientific in these organizations.

Strengthening accountability through appraisal system and other mechanism

HRD audit can give important inputs about current state of accountability. Assessment can be made through performance appraisal and through the work culture and cultural dimensions. Many organization have introduced systems of

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planning, sharing of experience and documenting the accountability of staff.

Streamlining of other management practices

Most often HRD audit shows the strengths and weakness of some of the management systems present in the organization. It also points out the absence of system, which increases the productivity and makes use of the existing competency base, e.g., MIS, rules and procedure, etc., which impact on the functioning of employees. In a few cases, it has been helpful for the management to have a relook at some subsystems and work procedures. Some of the resultant activities are preparation of a manual for delegation of powers, developing or strengthening the manuals of financial and accounting procedures, and clarification of roles and responsibilities.

TQM interventions

Quality improvements and establishing TQM systems needs a high level of employee involvement. In many cases HRD audit has shown the linkages between TQM and other quality programs, and assisted in strengthening the same. Because of improvements in the training systems, improvement of the quality of the appraisals system, TQM programs are also improved. In some organizations performance appraisal has been changed bring integration of quality of internal customer satisfaction into the appraisal systems. Therefore HRD audit leads in strengthening of quality systems.

It can enhance the ROI (Return on Investment) of the HR function

In addition to above points, because of the HRD audit there is an alignment of the HR function and activities with business goals. In the process it sets aside non-value adding HR systems, activities and processes and improves the value-adding activities and processes. It removes non-productive assets of the HR department. For instance, under-used training centers, badly implemented appraisal systems etc. and enhances the focus of the HR function to get better results. The main benefit of HRD audit is to concentrate on value-adding HRD.

Human Resource Audit and Business Linkages

A Human Resources Audit is a comprehensive method or means to review current human resources policies, procedures, documentation and systems to find out needs for improvement and enhancement of the HR function as well as to check the compliance with ever-changing rules and regulations. An Audit consists systematically reviewing all aspects of human resources, normally in a checklist style.

Sections of review include:

- Hiring and Onboarding
- Benefits
- Compensation
- Performance evaluation process
- Termination process and exit interviews
- Job descriptions

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- Form review
- Personnel file review

(Source: https://strategichrinc.com/hr-audit/)

The objective of an HR Audit is to identify strengths and identify any needs for improvement in the human resources function. A properly implemented audit reveals problem areas and give recommendations and suggestions for the solution of these problems. Some of the reasons for conducting such a review include:

- To ensure the effective use of the organization's human resources
- To review compliance regarding administration of the organization
- To build a sense of confidence in management and the human resources function
- To maintain or improve the organization and the department's reputation in the society
- To performing "due care" review for shareholders or potential investors/owners
- To build a baseline for future improvement for the function

Due to multitude of laws affecting every stage of the employment process, it is very essential for an employer to regularly conduct an HR audit of their policies and practices. This assists in identifying regulatory compliance issues if they are present and avoids potential costly fines and/or lawsuits, if otherwise not given attention.

Although penalties serve as deterrent for non-compliance and points out the importance of conducting periodic HR Audits, an Audit can make sure that policies and procedures are fair and consistent across the organization and boost employee satisfaction. By having a satisfied and productive workforce, an employer reduces the expense related with costly turnover of staff. It is estimated that losing one employee costs a company 50 – 150% of the lost employee's salary in terms of time and money spent to find his suitable replacement.

Summary:

HR policies and practices should comply equal employment opportunity laws and other governmental regulations as they relate to recruitment, selection, placement, compensation and treatment of employees while improving the validity and effectiveness of related personnel systems. The audit examines Total Quality Management (TQM), strategic planning, personnel policies, etc., assesses HRD strategy, system, structure, staff, style, skill, and consultants, give suggestions on the basis of evaluation about the future HRD strategies needed by the company. An excellent learning environment can be seen in companies having successful HRD. So one of the goals of HRD is to build a learning organization. the HRD audit catches the attention of employees at different levels to the crucial role of the HRD department: in the present and also for the future. HRD audit suggests the competence base needed by the organization. It provides direction for competency

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requirements of employees at different levels, thereby giving a base for recruitment policies and procedures.

Self-Assessment Questions

1. What does human resource audit cover?
2. Explain the effectiveness of HRD audit as an intervention?
3. Explain Human Resource audit and business linkages.

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UNIT 6
HUMAN RESOURCE AUDITING AS A TOOL OF HUMAN RESOURCE VALUATION

Learning Objectives

After Reading this lesson, you should be able to understand:

- Rationale of Human Resource Valuation and Auditing
- Issues in Human Capital Measurement and Reporting
- HRD Audit- The Indian Experience and Case Studies
- HR Audit Questionnaire

What is Human Resource Valuation and Accounting?

Human Resource Valuation

Human resource valuation means the finding out and measuring value of human resources and then providing this information to the interested parties. It is sometimes also defined "as a method of assigning value to the employees on the basis of their future economic services to the organization." The value of the employee at the present is the worth of the services they are expected to render during their tenure in the organization or a specific time period.

Human Resource Accounting

Human resource accounting is concerned about the investment made by an organization in its employees and the changes that takes place in this value over a period of time. HRA is defined "as a process of identifying and measuring data about human resources and communicating this information to the interested parties." The costs borne by an organization in recruiting, selecting, hiring, training and developing the human assets are taken into consideration in HR accounting.

Rationale of Human Resource Valuation and Auditing

HR valuation shows the human assets of a company to the potential investors. The investors can check the returns from human assets which in fact is the return they obtain from the people who are managing their investments. It also promises the customers the company that it has the needed human capital reserves to meet their demand. The employees of the company are also assured when they get to know that they are considered as assets by the company and not expenses. HR valuation also works as a tool for improving performance appraisal and man power assessment. It is also helpful for the management in knowing the present value of its future commitment of giving employee compensation. It also assist the

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management in taking right decision regarding the use of human assets. Managers get valuable feedback about the effectiveness of their HR policies and practices.

Human capital "is the term for the collective capability, knowledge and skills of the people that are employed by an organization." Measuring human capital is a data-driven approach to understand effective people management practices, which, if carried out well, can be helpful in ensuring that value creation is long-term and sustainable.

Definition: Human Capital

Human capital "is the asset that an organization has in form of its employees." It takes into consideration the value that the knowledge, skills and experience of the employees that they add to the organization. The skills are gained by an employee on the job, or through training. With the addition of skills the human capital rises.

Human Capital Reporting

Human capital reports give qualitative information regarding the employees, HR practices, trends in the company which are helpful for the business growth. It includes aspects like organization structure, expertise & skills of the employees, employee data, salaries, policies etc. Human Capital Reporting is "reporting of valuation of human resource inside company, which normally consists intangible values." Employees of the organizations are giving competitive advantage. As key talent can give strategic advantage. Human capital reporting is the way ahead. Many companies have tried to put valuation of human capital on their balance sheet despite the fact there is no framework to carry out valuation of human capital. In such scenario, companies had their own methods for reporting in financial statements. This subjectivity made lot of issues due to lack of prescribed accounting standards.

Issues with Human Capital Reporting

1. There is no mechanism to examine correct valuation in terms of accounting

   All the financial reports which are published by the companies are audited. Financial Audit makes it sure that correct accounting practices are adhered and discloses any fraudulent activity in accounting. However for Human Capital Reporting, there is no such audit. Hence HCR has verification issues.

2. Companies which started HCR as the good initiative found themselves in financial trouble

   Companies reporting their human capital could not keep up their own financial health. Due to this, HCR could not get needed attention to make it a standard practice. HCR lost its worth with being viewed for accounting frauds. Human capital reporting requires to get over through these issue to

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become the best practice which can be used for highlighting the bigger goal of disclosing potential of human resource the company has.

HRD Audit –The Indian Experience

Prevalence if HR Audit

The 2016 "People Matters HR Audit Study" asked companies in India Inc. about their HR auditing practices. Following were there observation. 72 companies that participated in the survey which was carried out during December '15 and January '16. As a first-of-its-kind benchmarking exercise, the study asked companies about the frequency of their HR audits, types, length of the process, processes that are audited and benefits obtained, among others. It was observed that HR Audits as a process was routinely carried out in 8 out of 10 companies, but as huge as 96% of organizations did not have dedicated HR resources for auditing.

HR AUDIT CASE-

MANUFACTURING INDUSTRY

Operations Inc. conducted HR Assessment, Updates Client's HR Practices to Limit Risk

CLIENT PROFILE

- Well established skin care product manufacturer was experiencing internal changes to its HR team.
- The company's long time HR leader was retiring, which left the organization looking for a replacement. In the wake of these changes, the client requested an HR Assessment to audit its current practices.
- The client also required interim HR support while a replacement hire was identified.
- They chose Operations Inc. based on our ability to provide intermittent and long-term HR services at various levels, as well as our ability to provide a third-party expert view of their current HR setup.

WHAT HR AUDIT PROVIDED

- A comprehensive review of all human resources and payroll related practices and systems.
- An outline identifying gaps and trouble spots relating to policies, documentation, and procedures.
- A written report containing advice and guidance on addressing issues.
- Ongoing HR and escalation support in the areas of policy development, employee relations, etc.
- Ongoing payroll administration.

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RESULTS

- The transition from the longstanding, retiring HR leader was efficient and seamless.
- The client was able to bring on a lower level, internal resource to handle every day work, with Operations Inc. providing strategic guidance and senior level support.
- Operations Inc. continues to act as ongoing HR and payroll support resource.

(Source: https://www.operationsinc.com/about-us/case-studies/)

HR AUDIT CASE-

SERVICE INDUSTRY

Operations Inc. Talent Acquisition Team took Client from 20 to 60 Employees

CLIENT PROFILE

- Tech startup in high-growth mode fueled by the receipt of a government contract.
- With only 20 employees on staff, the client needed to quickly acquire a large number of new hires with specialized skillsets.
- The new positions to be filled were across a variety of levels and role types.
- They chose Operations Inc. based on our ability to efficiently select top candidates via targeted proactive processes.

WHAT HR AUDIT PROVIDED

- Face time with executive team members and hiring managers to set goals and objectives.
- Candidate profiles outlining the ideal candidates for each role type.
- Job descriptions for newly created positions.
- A company-wide compensation benchmarking and salary analysis.
- Career Fair (including planning and execution) targeting the client's specialty industry.
- An on-site consultant to formalize the candidate assessment process and ensure an effective talent acquisition practice.

RESULTS

- 40 new employees were hired over an 11 month period.
- A candidate pipeline was developed.
- A formalized talent acquisition process and structure was established.
- The need for a key new employees was identified, including Design and

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Construction Engineers, Field Technicians, Product Managers, and Assistant General Counsel.

- Operations Inc. continues to act as an ongoing talent acquisition support resource. (Source: https://www.operationsinc.com/about-us/case-studies/)

HR Audit Questionnaire

Areas to be concentrated

Comprehensive Coverage of the Entire Human Resource Practices

An HR audit is a comprehensive look at the organization's processes and paperwork, to check if everything is as it should be. The HR audit checklist can be changes as per the special needs of the organization, but particular things are required for every organization. HR audit requires to cover:

- Employee files and records, and also related policies
- All active postings and ads
- Employee handbook and workplace policies, with special attention to:
  - Recruitment and Selection
  - Compensation and Promotions
  - Grievances and complaints handling procedure
  - Health and safety provisions
- HR processes and functions

Not only the organization requires to confirm the presence of these policies and records, it should ensure that employees and leaders have signed off on them, are following them in words and spirits, and that they're complying with most current legal requirements. Problem areas include incomplete paperwork, shallow employee files, missing forms, particularly those needed by state or central law. Auditor should also look for inefficiencies and processes that just don't seem to work– if a task or form is constantly being overlooked, there can be an issue with the training, team, or the task itself.

The HR audit process and checklist can and should be changes as per organization needs – but the objective should always be to have a complete review of processes, policies, and objectives.

When should the Audit be carried out?

HR audits can be split into smaller parts by targeting specific areas at different times of the year, for instance looking at compliance in the 1st quarter, best practices in 2nd quarter, strategy 3rd quarter, and HR functions in 4th quarter. Audit can also be split as one department at a time, or perhaps two a year. While auditing should be carried out regularly, it shouldn't go on all the time

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A Sample Internal Human Resource Audit Questionnaire

Prepared by: _____
Date: _____
Reviewed by: ____
Date: _____

ORGANIZATION NAME
INTERNAL CONTROL QUESTIONNAIRE

PURPOSE: Audits help determine the effectiveness of an HR department and/or HR systems. They are a systematic, objective tool to assess regulatory or policy compliance in the workplace. The following list of HR audit questions is not meant to be comprehensive to every organization, merely a representation of the types of questions that may be found in an HR audit.

Department:	**Auditable Function: Human Resources Audit Checklist**
Discussed with:	**Date:**

Question	Yes	No	N/A	Comments
Management				
1. Are HR goals in line with those of the organization?				
2. Are workweeks identified and defined?				
3. Are full-time and part-time hours defined?				
4. Are shifts defined?				
5. Is there open communication to and from the HR department?				
Hiring				
1. Do job descriptions exist?				
2. Are job descriptions up to date?				
3. Are I-9 forms and acceptable documentation reviewed annually?				
Are job openings offered to current employees?				
4. Are applicant references checked?				
5. Are turnover rates monitored?				
6. Are selection processes used with reference to the Uniform Guidelines?				
7. Are all applicants required to fill out and sign an application form?				

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Image source: https://www.slideshare.net/jchiarenza/hr-internal-control-audit-checklist)

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Prepared by: _____
Date: _____
Reviewed by: ____
Date: _____

Question	Yes	No	N/A	Comments
8. Are applicants asked to voluntarily identify their affirmative action information?				
9. If applicable, do application forms identify that the employment relationship at the organization "at-will"?				
10. Do employment applications refrain from requesting protected information?				
11. Are independent contractors accurately identified?				
12. If the organization has a qualifying federal contract, is there an affirmative action plan?				
13. Are all new hires reported to the IRS?				
14. Are I-9s and medical information kept separately from personnel files?				
15. Do new employees fill out W-4 forms? 16. Are W-4 forms sent to the IRS?				
New employees Are workplace policies in place? Do policies focus on your workplace? Are policies communicated? Are policies enforced? Is there an employee handbook? Is the employee handbook specific to your workplace? Do employee orientations take place? Are employees trained on policies and work rules? Are employees trained on discrimination issues?				

(Image source: https://www.slideshare.net/jchiarenza/hr-internal-control-audit-checklist)

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Prepared by: _____
Date: _____
Reviewed by: ____
Date: _____

Question	Yes	No	N/A	Comments
Wages and hours Are compensation levels monitored and reviewed? Are employees correctly designated as exempt or nonexempt per FLSA? Is there a formal pay structure? Is the compensation structured reviewed regularly? Is working time documented? Are paid time off (vacation, holidays, etc) structures developed? Are non-exempt employees compensated at least one and one-half times their hourly wage for any hours worked beyond 40? Is the compensation plan communicated to all employees? Are appropriate payroll withholdings performed?				
Benefits Are employees informed about their benefits? Are Summary Plan Descriptions provided to plan participants? Are general COBRA notices provided to plan participants? Are employees allowed up to 12 weeks of leave under the FMLA? Are plan documents in compliance with ERISA? Are supervisors and managers trained to report employee absences of more than				

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(Image source: https://www.slideshare.net/jchiarenza/hr-internal-control-audit-checklist)

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Summary:

Human resource valuation means the finding out and measuring value of human resources and then providing this information to the interested parties. Human resource accounting is concerned about the investment made by an organization in its employees and the changes that takes place in this value over a period of time. HR valuation shows the human assets of a company to the potential investors. The investors can check the returns from human assets which in fact is the return they obtain from the people who are managing their investments. Human capital reports give qualitative information regarding the employees, HR practices, trends in the company which are helpful for the business growth. An HR audit is a comprehensive look at the organization's processes and paperwork, to check if everything is as it should be.

Self-Assessment Questions

1. What is the rationale of human resource valuation and auditing?
2. What are the issues in human capital measurement and reporting?
3. What things need to be taken into account while making HR Audit questionnaire?

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CASE STUDIES

Case Study #1

HR Audit - SkyTech Pvt. Ltd. with a need to outsource their entire HR function.

Issue

SkyTech is a sales and marketing company with over 339.35 Crore Rupees in annual revenues and over eighty employees and fast growing, firmly believed that the Human Resources function was not being looked after properly or with the required levels of expertise to make sure legal compliance, liability limitation, and general support for the employees of the organization. At the time the job was being handled by an employee of the organization whose main role and expertise was not in HR, had become too complicated.

Solution

A full scale HR audit was conducted, taking review of the current infrastructure which consisted of employee files, their contents, documents and processes in use, other HR vendors and their related performance, and the present composition of the employee population. Meetings with management were conducted to get their input on the needs, the issues, the culture, and the priorities, all with the objective of contributing to the success of the business. After that a foundation for the HR function was reset, keeping compliance and liability limitation as the key areas for focus, and simple and easy-to-follow processes were put in place for the HR function.

The new HR representative was hired for the post and there was a clear communication for the new methodologies.

Results

A significant improvement could be seen in the HR support given to the management and staff. There was a noticeable reduction in non-compliant behavior, and a sharp reduction in liability. A structure and process, without bureaucracy helped as a vehicle for both improving recruitment and retention. The individual who previously was burdened with managing the HR function was set free to look after his core function.

Case Study #2

Background

A small, privately-held organization in Pune wanted to position itself for growth. It required to attract and retain some very specialized talent for maintaining their business success. Without this talent, it was impossible for the organization to maintain its past achievements and it was absolutely certain that the organization could not expand its operations and go into new markets. It was time to concentrate on the needs of the workforce and problems being a top employer in the region.

Challenge

With almost negligible support to the Human Resources function, this company

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was challenged with where to begin work on their HR issues. An HR audit was conducted by the outside expert and it reviewed all current HR policies and practices to decide:

- Which "best practices" should be applied for positioning the organization in a better way to achieve its goals
- Which practices, or absence of practices, could put the organization at risk for compliance or regulatory violations
- Improvements in the process for supporting HR in providing the highest quality service to employees.

Solution

The HR audit started with a data and documentation request that made the Company collect many of their policy manuals, benefit descriptions, and other employee communications. The audit team then met with the HR and Finance staff for gaining a better understanding of the current practices and find out other issues in the organization. The Audit Report pointed out and prioritized recommendations in six key areas:

- General HR structure
- Policies and procedures
- Employee communication
- Performance evaluation and training
- Compensation and benefits administration
- Employee life cycle (recruitment, selecting, orientation, termination)

Results

Results of the HR audit were given to the company's management team in a detailed report and then in a summary format to the executives. It consisted of numerous recommendations for improving their ability to attract and retain talent. For example, one of the recommendations was for developing philosophy for compensation and benefits. For supporting this initiative, the external expert give the organization key questions for the management team for discussion. The questionnaire facilitated stakeholders to check their current pay and benefits practices and set a strategy for aligning those practices with business direction for future. The organization then included some of the highest priorities into their business initiatives over the next two years. Most immediate tasks was to revise the employee handbook for including most of the recommended best practices. The organization expressed its gratitude with a simple email saying "Thank you".

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Case Study # 3

HR Audit of Family Run Business

Background

A successful family run business for many years had depended on goodwill from its staff. The company is into manufacturing food products and employees sizable number of people.

Challenges

1. As they company employed more people the usual problems surfaced. What could the company do about poor timekeepers?
2. What should the company pay when the employees are off ill?

Solution

The company carried out HR audit to know how it could improve their employment documents and how to frame working rules.

1. For solving the problem of poor time keeping HR department declared that for employees not reporting in time, company will charge penalty on them.
2. After going through HR audit results the company announced that all employees should be aware of what was expected of them. Every employee was treated equally regarding eligibility for holidays, sick pay etc. If employees were irregular beyond the certain policy of the company, their salaries were deducted accordingly.

Case Study # 4

HR Audit on Bank Employees

Background

ABC Bank in Delhi had many employees working with it. This bank followed many rules and regulations like weekly performance appraisal and give orientation/training to them etc.

Challenge

Due to change in technology many difficulties arouse like

1. How to work with computers and how to operate computer?
2. How to understand bank's transaction by new computer technology?

Solution

1. Bank should give jobs to those people who know how to work on computer easily and basic knowledge of computer.
2. Because of HR audit bank could decide that training needed to be given to all the employees. Bank decided to give orientation training, basic knowledge of computer like MS office, Tally software, data entry system and any other software which were used for banking transactions.

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Case Study# 5

Improper Record Keeping

A company situated in Pune is facing a problem of improper record keeping. One technician who is regular in attending his duty in production department, Mr. Kunal was paid his salary for 9 days less in July 2019, whereas, another technician from the same department, Mr. Amit who was absent for about 10 days every month was paid full salary each month.

Mr. Kunal reported about salary deduction to his production manager and consequently production manager enquired about the matter with welfare officer. Welfare officer reported that Mr. Amit was absent for 10 days in a month and Mr. Kunal was present for all days of month. But departmental attendance record showed that Mr. Amit was present for duty on all days of the month and Mr. Kunal was absent for 9 days. These two things were completely contradictory and the seriousness of the matter caught the attention of the top management. An enquiry conducted in the matter disclosed that Mr. Amit used to sign the muster the next day and he could do that because the register was not checked regularly.

General Manager of the plant had a discussion regarding the issue with managing director for tackling the situation.

Solution

After studying the problem HR department decided to purchase a new attendance machine which could solve the attendance monitoring problem. The machine also made it possible for the company to avoid mistake of wrong entry in the attendance register.

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Multiple Choice Questions

1. It HR audit makes it possible to find out about the effectiveness of _____ programs.

   a) Personnel b) Finance c) Production d) Marketing

2. Under _____ auditors point out one model for the company, the results are collected of the organization and the comparison is carried out.

   a) Comparative Approach b) Outside authority Approach

   c) Statistical Approach d) Compliance Approach

3. Under _____ specific targets are set up.

   a) Comparative Approach b) MBO Approach

   c) Statistical Approach d) Compliance Approach

4. Under _____a standard for audit is established by outside consultant is used as benchmark.

   a) Comparative Approach b) Outside Authority Approach

   c) Statistical Approach d) Compliance Approach

5. _____ is also known as a quantitative and qualitative approach.

   a) Comparative Approach b) Outside authority Approach

   c) Statistical approach d) Compliance Approach

6. HR audit is a crucial management_____device.

   a) Planning b) Organization c) Control d) Development

7. _____ is the first and most crucial procedure in the smart HR audit program is making sure that

   a) Compliance with Laws and Regulations b) Fees of Auditors

   c) Time Available d) Staff Available

8. The auditing firm or the auditor/s who carry out companies work with should be given _____in doing their job.

   a) No Help b) Independence c) Less Money d) Less Time

9. Companies should hire an auditing firm with _____ to ensure that the results genuinely reflect of what the organization need.

   a) Taking Less Time b) Charging Less Fees

   c) Reputation d) Having Less Experience

10. _____are plan of action of getting things done.

    a) HR Strategies b) HR Competencies c) HR systems d) HR Values

11. Auditing methods must be _____ for all companies.

    a) Same b) Customized c) Equal d) Even

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12. _____ program clears all the doubts or concerns of an employee.

a) Compensation b) Superannuation c) Recruitment d) Orientation

13. Human resource audit is a _____ process.

a) Easy b) Complicated c) Simple d) Trouble-Free

14. _____is an elaborate description of HR activities that consists of both appreciation of effective practices and suggestions for improving practices that are ineffective.

a) Audit Report b) HR Planning

c) Audit Budget c) Job Description

15. _____serves as a mechanism for describing and measuring how people and people management systems contribute to the value creation in organizations.

a) HR Development b) HR Scorecard

c) HR Planning d) HR Framework

16. The alignment of HR strategies according to the organizational strategies brings _____for all the stakeholders of the organization.

a) Constraints b) Challenges c) Limitations d) Synergies

17. A balanced HR Scorecard is _____as an organizational scorecard.

a) Not the same b) Same c) Identical d) alike

18. HR "customers" are normally _____ to the business.

a) External b) Outward c) Exterior d) Internal

19. _____is a process of finding key competencies for an organization and/or a job and building those competencies throughout the various processes.

a) Competency Searching b) Competency Development

c) Competency Mapping d) Competency Designing

20. _____means the finding out and measuring value of human resources and then providing this information to the interested parties.

a) Human Resource Development b) Human Resource Valuation

c) Human Resource Accounting d) Human Resource Reporting

21. The costs borne by an organization in recruiting, selecting, hiring, training and developing the human assets are taken into consideration in _____.

a) Human Resource Development b) Human Resource Valuation

c) Human Resource Accounting d) Human Resource Reporting

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22. _____ is the term for the collective capability, knowledge and skills of the people that are employed by an organization."

a) Human Resource Accounting b) Human Resource Valuation

c) Human capital d) Human Resource Reporting

23. Human capital is the _____ that an organization has in form of its employees.

a) Liability b) Asset c) Debt d) Burden

24. One of the issues with Human Capital Reporting is

a) There is no mechanism to examine correct valuation in terms of accounting

b) There is a mechanism to examine correct valuation in terms of accounting.

c) There is standard mechanism to examine correct valuation in terms of accounting.

d) There is a fixed described mechanism to examine correct valuation in terms of accounting.

25. HR auditing should be carried out _____.

a) All the time b) Once in Five Years c) Once in Ten Years d) Regularly

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CHAPTER NO: I
INTRODUCTION

- **CHAPTER OBJECTIVES:**

1. To equip students with fundamentals of Industrial Management.
2. To acquaint the students with Role of Industrial Manager.
3. To enable the students to understand the functions of Industrial Management.

OVERVIEW OF THE CHAPTER:

This chapter deals with basic concepts of Industrial Management. It also includes functions of Industrial Management. The role of Industrial manager is also explained in this chapter.

KEY WORDS: Industrial Management, Industrial Manager, importance, functions.

Industrial Management- Meaning

Industrial Management deals with the development, improvement, implementation and evaluation of integrated systems of people, money, knowledge, information, equipment, energy, materials and/or processes. It also deals with designing new product prototypes more efficiently. It incorporates the principle and methods of engineering analysis and synthesis with the mathematical, physical and social sciences together to specify, predict, and evaluate the results of systems or processes.

Concept:

The industrial management modes of thinking will be valuable in the challenging strategy and positioning work of the organizations of the future and in creating optimal conditions for success. A perspective built on systems thinking is ideally suited for the type of planning and analysis required as organizations work to enhance positioning and strategy and creating positive internal conditions in the ever changing markets. "How does managerial work support the overall positioning and strategies of the organization?" "What are the cause-and-effect linkages between managerial work and 'filling the treasure chest'?" "How is managerial work connected to other efforts in the organization, and how can it strengthen the connection and create synergies where they don't currently exist?" "What is full potential performance and how is managerial work moving the organization toward that goal?", are some questions that are help to understand the connections between work and organizational attainment.

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Importance of Industrial Management

The principles of industrial management are not only universally applicable across industries, but across all operations in government, commerce, services, or industry. The theoretical basis of industrial engineering is a science of operations, and to use this science in most applications one must simultaneously consider at least three criteria: (1) quality, (2) timeliness, and (3) cost.

The goal of industrial engineering is to ensure that goods and services are being produced or provided at the right quality at the right time at the right cost. From a business perspective the practice of industrial engineering must culminate in successful application. The preponderance of traditional industrial management techniques deal with physical entities (e.g., equipment, buildings, and tools) as well as informational entities (e.g., time, space) for an operation, employing what can be thought of as hard science. However, management related factors in the workplace that determine the motivation level of an employee to perform his or her assigned duties well, or actively participate in operational improvement over time, represent the soft science of industrial management. In recent years, there has been a growing awareness of the importance of this soft science component of industrial management. Not only must the motivation of individual workers be attained through effective management efforts, but the motivation of work groups as well. Individual workers rarely work alone; they typically respond to a social need to fit in as a member of a work group.

Industrial management term applied to highly organize modern methods of carrying on industrial, especially manufacturing and operations. Industrial management is a process of planning, organizing, directing, controlling and managing the activities of any industry. It combines and transforms various resources used in the system and subsystem of the organization into value added product in a controlled manner. Industrial management includes following for the effective management. Industrial Engineering and Management aims to uncover and solve organizational issues by attempting to establish a desirable allocation of management resources through the use of technologies. In an area where reactions to continuous changes are needed, the field of Industrial Engineering and Management utilizes "technology on technology", including a variety of management technologies and history and philosophy of science and technology.

Scope of Industrial Management

As far as the scope of industrial management is concerned it is applicable in all segments of industry as well as in daily life. As in daily life, we plan our activities; we coordinate available resources and control our activities to achieve certain goals in the most economic way. In the same way any organization must follow the Principles of Management for its survival and growth and to be economically viable. These management principles are applicable to all activities in industry also.

Reading and learning Industrial Management will enable one to be capable of solving the problems of the organization, may be in a Production Shop, Hospital, Departmental shop, an Educational Institution or even a coffee shop.

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The problems a manager faces in various organizations are more or less similar to that of Production department but smaller in magnitude. Hence the knowledge of Industrial Management will help anybody managing business activities, tackle the problems encountered.

For example: The Industrial Management consists of Planning in various segments of industry in all the departments, e.g. Production, Inspection & quality, Procurement, Store management, management of activities in assembly line etc. In production department the management includes selection of materials, planning of processes, Routing, Scheduling and controlling the activities etc., Take the example of an Educational Institution. Here too, selection of raw materials i.e. students & faculty, Planning of the Courses, imparting instructions to the students and conduct of the examination, smooth flow of transfer of knowledge and information. The education institution has to continue the process of evaluation and up-gradation, so that it is able to impart more relevant and meaningful knowledge to its product i.e. students trained by the institute. Principles of management are helpful in achieving these objectives most efficiently and economically.Similarly, these principles are equally applicable to the service providing organizations so that these are able to provide best of services at minimal cost, most effectively and efficiently. Scope of Industrial Management encompasses all industrial and human activities.

Role of Industrial Manager

Industrial managers oversee the production of a manufacturing plant or factory. This includes making sure their employees are working quickly and safely, as well as making sure all the equipment is running properly and is up to code. Industrial managers have many responsibilities so it is important that they can multitask well, can communicate well with others, and know how to strategically plan and organize. An industrial manager must make sure the equipment and employees are working at a rapid pace and producing the product on time. They are also in charge of coming up with methods that will help this process and ensure the company is producing quality products. Industrial managers make sure the production process is staying on budget and they also sets financial and production-related goals for the company.

Industry managers administer various processes in a company; this involves monitoring and ensuring that the working pattern of the employees is safe and effectual. They also need to ensure that the equipment are up to date and in proper working condition. These professionals have to undergo various responsibilities and hence they need to have multitasking potential. They have to deal with people of all levels such as clients, higher authorities, team members and hence require good communication skills along with an ability to organize, make strategies and plans to give profitable outcomes. Industry managers can be categorized into industry marketing managers and industry production managers.

Industry manager is responsible for coming up with new methods and strategies that will ensure that the company provides quality products. They set the production related to financial goals and ensure that the production process in

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carried out in the given budget and time frame. Some of their major responsibilities of the industry manager are:

- Design and schedule a training strategy for team members, and coordinate with production and sales team for ensuring the status of work
- Coordinate with clients, team members and project managers of respective projects in order to tally the work status and efficiency
- Prepare effective training methods for all products and applications; develop and implement required strategies for market verticals
- Design niche for required industrial segment and collaborate with other corporate locations in order to plan strategies for the account team
- Participate in various organizations and trade shows to capture brand awareness. Achieve all vertical targets of the market and provide the required input for the development of the new product
- Supervise and analyze data trends and performance of the clients' data in order to prepare strategies and optimize the advertising expenditures. Coordinate with clients for providing quality outcomes.
- Coordinate with regional sales personnel in order to provide effectual advertising strategies and achieve objective of beneficial outcome.

Functions of Industrial Management: Following are the functions of Industrial Management

1. Managing and arranging the location of facilities
2. Design of Plant layouts
3. Management t of material handling systems
4. Supply chain management.
5. Production and Planning control
6. Quality control & Total quality management
7. Inventory & Materials management
8. Maintenance management
9. Operations management
10. Labor management

The efficient Industrial Management will give benefits to the various sections of the society. They are:

1. **Consumer** benefits from improved industrial Productivity, increased use value in the product. Products are available to him at right place, at right price, at right time, in desired quantity
2. **Investors:** They get increased security for their investments, adequate market returns, and creditability and good image in the society.

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3. **Employee** gets adequate Wages, Job security, improved working conditions and increased Personal and Job satisfaction.
4. **Suppliers:** Will get confidence in management and their bills can be realized without any delay.
5. **Community:** community enjoys Benefits from economic and social stability.
6. **The Nation** will achieve prospects and security because of increased Productivity and healthy industrial atmosphere.

QUESTIONS

1. What do you understand by term Industrial management?
2. Explain the concept of industrial management.
3. Discuss scope of Industrial management.
6. What are the functions of industrial management?
5. What is Industrial Management? Discuss its Scope with suitable examples
6. You are appointed an Industrial Manager for a newly established Medium size manufacturing organization. You are required to describe your role in this organization for the smooth functioning of various plants. Also submit a detailed plan for the same. Make suitable assumptions.

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CHAPTER NO: II
PRODUCTIVITY & UTILIZATION

- **CHAPTER OBJECTIVES:**

1. To know the Productivity Concept.
2. To understand the factors affecting Productivity.
3. To know the resources for increasing the Productivity.

- **OVERVIEW OF THE CHAPTER:**

This chapter throws light on Productivity Concept. Factors affecting Productivity along with various ways to improve the Productivity are discussed in this chapter.

KEY WORDS:

Productivity. Factors affecting Productivity, Resources for increasing the Productivity.

Productivity:

Meaning:

Productivity is the ratio between output and input. It is quantitative relationship between what we produce and what we have spent to produce. Productivity is nothing but reduction in wastage of resources like men, material, machine, time, space, capital etc. It can be expressed as human efforts to produce more and more with less and less inputs of resources so that there will be maximum distribution of benefits among maximum number of people. Productivity denotes relationship between output and one or all associated inputs.

Definition:

- According to European Productivity Council, Productivity is an attitude of mind, it is a mentality of progress of the constant improvement of that which exists.
- Productivity is certainty of being able to do better than yesterday and continuously. Productivity is constant adoption of economic and social life to changing conditions. It is continual effort to apply new techniques and methods. It is faith in human progress .
- In the words of Peter Drucker productivity means a balance between all factors of production that will give the maximum output with the smallest effort.
- On the other hand, according to International Labour Organisation productivity is the ratio between the volume of output as measured by

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production indicates and the corresponding volume of labour input' as measured by production indices and the corresponding volume of labour input as measured by employment indices. This definition applies to an enterprise, industry or an economy as a whole.

Productivity: Objectives and Purpose

The productivity of a certain set of resources (input) is therefore the amount of goods or services (output) which is produced by them. Land and building materials, machines, manpower (labour), technology etc. are the resources at the disposal of a manufacturing company. Therefore higher (improved) productivity means that more is produced with the same expenditure of resource i.e. at the same cost in terms of land, materials, machine, time or labour, alternatively, it means same amount is produced at less cost in terms of land, materials, machine time or labour that is utilized.

In countries where capital and skill are short, while unskilled labour is plentiful and poorly paid, it is especially important that higher productivity (improved) should be looked for by increasing the output per machine or piece of plant or per skilled worker. Improving productivity means increasing or raising productivity with the help of using same amount of materials, machine time, land, labour or technology. The following examples of each type of productivity may make improved or higher productivity meaning clearer.

1. **Improved productivity of land:**

   If by using better seed, better methods of cultivation and more fertilizer, the yield of corn from a particular hectare of land can be increased from 4 quintals to 6 quintals, the productivity of that land, in the agricultural sense is increased (improved) by 50 percent. The productivity of land used for industrial purposes is said to have been increased if the output of goods or services within that area of land is increased by whatever means.

2. **Improved productivity of materials:**

   A skilled tailor is able to cut 12 suits from a bale of cloth where an unskilled labour is able to cut only 10 suits from a bale of cloth, then the productivity of the bale used by skilled worker is 16.6 percent greater than unskilled labour.

3. **Improved productivity of machines:**

   A machine tool is producing 90 pieces per working day (i.e. 8 hours). Considering that through the use of improved cutting tools, the output is increased to 120 pieces, then the productivity of that machine will be increased by 33.33 percent.

4. **Improved productivity of Men (Labour):**

   The worker is producing 32 plates per hour. Considering that with the improved methods of work, he will be able to produce 42 plates per hour,

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then productivity of worker will be improved by 31.25 percent. Thus it can be said that more output results into higher productivity or improvement from same amount of resources which means lower money costs and higher net money returns per unit of output.

Another productivity concept known as Japanese Holistic View of Productivity explains productivity as a comprehensive holistic phenomenon encompassing all elements required to improve products/ services (output). Productivity in the future must be concern itself with seeking affluence of a kind which will provide people with material wealth as well as spiritual satisfaction. Also the outputs particularly in the form of physical pollution must be controlled in the context of increasing concern of society for clean environment and sustainable development. To improve productivity products must be designed to satisfy customer need with optimum consumption of resources without generation of waste in the manufacturing process.

Calculation of Productivity:

Productivity has been defined as the ratio of output to input. An increase in productivity means an increase in output that is proportionally greater than increase in input. Productivity may be measured either on an aggregate basis or individual basis. On aggregate basis, output is compared with all inputs taken (added) together. This is called as total productivity. On individual basis, output is compared with any one of the input factor and this is called as partial productivity or factor productivity.

$$\text{Total productivity index} = \frac{\text{Total output}}{\text{Total inputs}} = \frac{\text{Total production of goods and services}}{\text{Labour + Material + Capital + Energy}}$$

This index measures the productivity of the entire organisation with use of all resources. It is a way of evaluating efficiency of entire plant or firm. It has been said that the challenge of productivity has become a challenge of measurement. Productivity is difficult to measure and can only be measured indirectly, that is, by measuring other variables and then calculating productivity from them. This difficulty in measurement stems from the fact that inputs and outputs are not only difficult to define but are also difficult to quantify.

Any productivity measurement system should produce some sort of overall index of productivity. A smart measurement program combines productivity measurements into an overall rating of performance. This type of system should be flexible in order to accommodate changes in goals and policies over time. It should also have the ability to aggregate the measurement systems of different units into a single system and be able to compare productivity across different units. The ways in which input and output are measured can provide different productivity measures. Disadvantages of productivity measures have been the distortion of the measure by fixed expenses and also the inability of productivity measures to consider quality changes (e.g., output per hour might increase, but it

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may cause the defect rate to rise). It is easier to conceive of outputs as tangible units such as number of items produced, but other factors such as quality should be considered.

Experts have cited a need for a measurement program that gives an equal weight to quality as well as productivity. If quality is included in the ratio, output may have to be defined as something like the number of defect-free units of production or the number of units which meet customer expectations or requirements. Therefore, it is very much essential to understand different techniques of measuring the productivity and its improvement. In practice, there are multiple productivity improvement techniques.

Factors affecting Productivity:

The desire of every organization is to achieve her set goals and objectives; productivity plays a significant role in how an organization strives to achieve this desire. Productivity is the measure of the efficiency of a person, machine, factory and system in converting inputs into the desired outputs. Productivity is an important parameter in the production performance of a workplace, the growth in productivity of an organization helps in boosting the profitability of that organization.

The following factors are the key factors affecting productivity in the workplace.

1. **Technical factor:** technology plays a great role in the productivity of the workplace. A workplace with the right layout and size of plant and machinery, ideal location, correct design of machines and equipment, automation, and computerization tends to be more productive.
2. **Production factor:** the production of every department of a workplace should be well planned, coordinated, and controlled. This will include the use of the right choice of raw materials.
3. **Organizational factor:** this entails how authorities and responsibilities are discharged and how conflicts are resolved in the workplace.
4. **Personnel factor:** human capital resources are the major assets of a workplace, productivity is enhanced by selecting the right individuals for suitable posts. Motivation is also important too, when workers are motivated, they will be more productive thereby boosting the overall productivity of the workplace.
5. **Finance factor:** finance is the life-blood of any business; there should be a better control over both fixed and working capital. When the finance of a workplace is judiciously utilized the productivity will increase.

Other key factors that affect the productivity of a workplace are management, government, and location. However, most organizations are often confronted with the challenges of low productivity in their workplace.

Low productivity is not only limited to the personnel problem, but it has tremendous financial consequences on the business; the effects of low

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productivity can reduce the revenue of the workplace and halt her growth. The following are the causes and reasons for low productivity.

- Low morale of the workers: workers that are not motivated can never be productive.
- Poor working condition: if the working environment is not enabling, it will result in low productivity.
- Low employee competence: workers without the needed technical know-how will have a negative impact on the productivity of the workplace.
- Poor management techniques: ineffective management will result in low productivity.

Resources for increasing the Productivity and Utilization of Operations:

Productivity improvement can be achieved in a number of ways. If the level of output is increased faster than that of input, productivity will increase. Conversely, productivity will be increased if the level of input is decreased faster than that of output. Also, an organization may realize a productivity increase from producing more output with the same level of input. Finally, producing more output with a reduced level of input will result in increased productivity. Any of these scenarios may be realized through improved methods, investment in machinery and technology, improved quality, and improvement techniques and philosophies such as just-in-time, total quality management, lean production, supply chain management principles, and theory of constraints.

A firm or department may undertake a number of key steps toward improving productivity. William J. Stevenson lists these steps to productivity improvement:

1. Develop productivity measures for all operations; measurement is the first step in managing and controlling an organization.
2. Look at the system as a whole in deciding which operations are most critical; it is over-all productivity that is important.
3. Develop methods for achieving productivity improvement, such as soliciting ideas from workers (perhaps organizing teams of workers, engineers, and managers), studying how other firms have increased productivity, and reexamining the way work is done.
4. Establish reasonable goals for improvement.
5. Make it clear that management supports and encourages productivity improvement. Consider incentives to reward workers for contributions.
6. Measure improvements and publicize them.

It is essential to know the importance of higher / improved productivity in manufacturing company/ organization. Thus importance of productivity can be summarized as follows:

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(ii) **Productivity is a key to prosperity.** Rise in productivity results in higher production which has direct impact on standard of living. It reduces cost per unit and enables reduction in sale price. It increases wages for workers and increased profit for organisation. Higher demand creates more employment opportunities.

(iii) **Higher productivity leads to economic growth and social progress.** Higher productivity helps to reduce cost per piece which make product available at cheaper rate. Thus it is beneficial for consumers. Low price increases demand of the product which in turn increases profit of the organisation. Higher profit enables organisation to offer higher dividend for shareholders. It increases export and increases foreign exchange reserves of a country.

(iv) **Higher productivity requires elimination of waste in all forms.** It is necessary to eliminate wastage in raw material, wastage of time in case of men and machinery, wastage of space etc. to improve productivity. Several techniques like work study, statistical quality control, inventory control, operation research, value analysis etc. are used to minimise wastage of resources.

(v) **Improvement in productivity is important for country** like ours because it can minimise level of poverty and unemployment.

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Factor productivity or partial productivity indices are of following types:

1. **Labour productivity:** The important function in any production set-up is that the budgeted quantity of work must be achieved over a period of time. Labour productivity depends upon how labours are utilised. Labour productivity can be higher or lower depending on factors like availability of work load, material, working tools, availability of power, work efficiency, level of motivation, level of training, level of working condition (comfortable or poor) etc. Labour productivity can be measured in terms of hours or money.

$$\text{Labour productivity} = \frac{\text{TOTAL OUTPUT}}{\text{labour input}}$$

$$\text{Labour productivity (in terms of hours)} = \frac{\text{Total quantity produced}}{\text{Actual man hours required to produce that quatity}}$$

$$\text{Labour productivity (in terms of money)} = \frac{\text{Total cost (or sales value) of output produced}}{\text{Amount in terms of rupees spent on workers}}$$

The productivity of labour can be increased by increasing efficiency of labour and reducing labour time.

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2. **Material productivity:** Production system converts raw material into finished product with the help of mechanical or chemical processes. Material productivity plays important role in cost of production. Material productivity depends upon how material is effectively utilised in its conversion into finished product. Material productivity depends upon percentage of rejection, creation of scrap, level of spoilage, obsolescence, work wastage etc. Material productivity is expressed as:

$$\text{Material productivity} = \frac{\text{Total output}}{\text{Material input}}$$

$$\text{Material productivity} = \frac{\text{Number of units produced}}{\text{Total material cost}}$$

Material productivity can be increased by using skilled workers, adequate machine tools, good design of product etc.

3. **Machine Productivity:** Production system converts raw material into finished product through mechanical or chemical process with the help of machines and equipments. Machine productivity depends upon availability of raw material, power, skill of workers, machine layout etc.

$$\text{Machine productivity} = \frac{\text{Outputin standard hours}}{\text{Actual machine hours}}$$

4. **Capital productivity:** For any production set-up, facilities of machines, tools, land etc. are required which are assets of organisation. Capital is needed for such assets. As huge capital is locked in assets, their effective utilization is absolutely necessary. Capital productivity depends on how effectively assets are utilised. Therefore decision is necessary to take about replacement of fixed assets. Early replacement of fixed assets brings down maintenance cost but requires capital expenses. On the other hand, late replacement of fixed assets improves ratio of production to capital expenditure, but it increases maintenance cost. Therefore proper balance is necessary. Organaisation spent large amount (direct expenditure) for assets like direct material, direct wages, land, building, equipment etc. But a production system incurs a lot of direct expenditure like salaries of manpower employed in planning, store keeping, record keeping, inspection etc. Indirect labour is also used for material movement, good housekeeping, cleaning etc. Indirect expenditure is incurred on indirect material like tools, oils, lubricant etc.

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$$\text{Capital productivity} = \frac{\text{Total output}}{\text{Capital input}} \quad or \quad \text{Capital productivity} = \frac{\text{Total output}}{\text{Capital employed}}$$

Examples:

Ex 1. A company that processes fruits and vegetables is able to produce 400 cases of canned peaches in one half hour with four workers. What is the labor productivity?

Solution:

Labor productivity = Quality Produced / Labors Hours

=400 cases (4 workers x 1/2 hours / workers)

=200 cases per labor hour

Ex. 2.

a) Find the productivity if four workers installed 720 square yards of carpeting in eight hours.

b) Compute for the productivity of a machine which produced 68 usable pieces in two hours.

Solution:

a) Productivity = yards of carpeting install / Labors Hours worked

= 720 square yard / (4 workers x8 hours / worker)

=720 yards / 32 Hours

= 22.5 yards/ hours

b) Productivity = Usable Pieces / Production Time

= 68 usable pieces / 2 hrs

= 34 pieces/ hours

QUESTIONS

Q.1 Define Productivity

Q.2 What do you mean by Productivity? Discuss factors affecting Productivity.

Q.3 Explain Productivity concept with suitable examples.

Q.4 Discuss different ways for improving Productivity.

Q.5 Explain resources for increasing the Productivity and Utilization of Operations.

Q.6 At XYZ Company Ltd., Mr.Niraj Kumar, a president and a producer of an apple crates sold to growers, has been able, with his current equipment, to

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produces 240 crates per 100 logs. He currently purchases 100 logs per day, and each logs required 3 labor hours to process. He believes that he can hire a professional buyer who can buy a better quality log at the same cost. If this is the case, he increases his production to 260 crates per 100 logs. His labor hours will increase by 8 hours per day. What will be the impact on productivity (measured in crates per labor–hour) if the buyers is hired?What is the Growth in productivity in this case?

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CHAPTER NO: III
WORK STUDY / METHOD STUDY

- **CHAPTER OBJECTIVES:**

1. To know the concept of Work Study.
2. To understand Method study.
3. To know the steps involved in Work Study.
4. To understand Work Measurement Technique.

OVERVIEW OF THE CHAPTER:

This chapter is about understanding the concepts of Work Study and Method Study. Steps in Work Study are discussed in this chapter. The knowledge of various concepts are useful for the students, as they will be able to know about Work Measurement Technique, Time and Motion Study etc.

KEY WORDS:

Work Study, Method study, Work Measurement, Time and Motion Study, Fatigue Reduction

INTRODUCTION:

Work Study Definition:

Work study may be defined as the analysis of a job for the purpose of finding the preferred method of doing it and also determining the standard time to perform it by the preferred (or given) method. Work study, therefore, comprises of two areas of study: method study (motion study) and time study (work measurement). Work study is a generic term for those techniques, particularly method study and work measurement, which are used in all its context and which lead systematically to the investigation of all the factors, which effect the efficiency and economy of the situation being reviewed in order to effect improvement.

Objectives of Work Study:

The following are the objectives of work study:

1. To increase efficiency,
2. To improve product quality.
3. To choose the fastest method to do a job.
4. To improve the working process.
5. To minimize fatigue to operators and workers.

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6. To make effective labour control.
7. To utilize various resources effectively.
8. To decide equipment requirements.
9. To pay fair wages.
10. To aid in calculating exact delivery,
11. To formulate realistic labour budgeting, and
12. To decide the required manpower to do a job.

Work Study: Concept

In order to understand the role of work study, we need to understand the role of method study and that of time study. Method study (also sometimes called Work Method Design) is mostly used to improve the method of doing work. It is equally applicable to new jobs. When applied to existing jobs and existing jobs, method study aims to find better methods of doing the jobs that are economical and safe, require less human effort, and need shorter make-ready / put-away time. The better method involves the optimum use of best materials and appropriate manpower so that work is performed in well organized manner leading to increased resource utilization, better quality and lower costs.

It can therefore be stated that through method study we have a systematic way of developing human resource effectiveness, providing high machine and equipment utilization, and making economical use of materials.

Time study, on the other hand, provides the standard time, that is the time needed by worker to complete a job by the standard method. Standard times for different jobs are necessary for proper estimation of

- manpower, machinery and equipment requirements
- daily, weekly or monthly requirement of materials
- production cost per unit as an input to better make or buy decision
- labor budgets
- Worker's efficiency and make incentive wage payments.

By the application of method study and time study in any organization, we can thus achieve greater output at less cost and of better quality, and hence achieve higher productivity.

Scope of Work Study:

1. It helps to achieve the smooth production flow with minimum interruptions.
2. It helps to reduce the cost of the product by eliminating waste and unnecessary operations.
3. Better worker-management relations.
4. Meets the delivery commitment.

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5. Reduction in rejections and scrap and higher utilisation of resources of the organization.
6. Helps to achieve better working conditions.
7. Better workplace layout.
8. Improves upon the existing process or methods and helps in standardisation and simplification.
9. Helps to establish the standard time for an operation or job which has got application in manpower planning, production planning.

Steps involved in Work Study

The basic procedure of work study is as follows:

- Select the job or process to be studied.
- Record from direct observation everything that happens in order to obtain data for analysis.
- Examine the recorded facts critically and challenge everything that is done, considering in turn: the purpose of the activity, the place where it is performed; the sequence in which the elements are performed; the person who is doing it; the means by which it is done.
- Develop the most economic methods, taking into account all the circumstances.
- Measure the amount of work involved in the method used and calculate a "standard time" for doing it.
- Define the new method and the related time.
- Install the new method and time as agreed standard practice.
- Maintain the new standard practice by proper control procedures.

Method study

Method study enables the industrial engineer to subject each operation to systematic analysis. The main purpose of method study is to eliminate the unnecessary operations and to achieve the best method of performing the operation. Method study is also called methods engineering or work design. Method engineering is used to describe collection of analysis techniques which focus on improving the effectiveness of men and machines.

According to British Standards Institution (BS 3138): "Method study is the systematic recording and critical examination or existing and proposed ways or doing work as a meansor developing and applying easier and more effective methods and reducing cost." Fundamentally method study involves the breakdown of an operation or procedure into itscomponent elements and their systematic analysis. In carrying out the method study,

The right attitude of mind is important. The method study man should have:

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1. The desire and determination to produce results.
2. Ability to achieve results.
3. An understanding of the human factors involved.

Method study scope lies in improving work methods through process and operation analysis, such as:

1. Manufacturing operations and their sequence.
2. Workmen.
3. Materials, tools and gauges.
4. Layout of physical facilities and work station design.
5. Movement of men and material handling.
6. Work environment.

Objectives of Method Study:

Method study is essentially concerned with finding better ways of doing things. It adds value and increases the efficiency by eliminating unnecessary operations, avoidable delays and other forms of waste.

The improvement in efficiency is achieved through:

1. Improved layout and design of workplace.
2. Improved and efficient work procedures.
3. Effective utilization of men, machines and materials.
4. Improved design or specification of the final product.

The objectives of method study techniques are:

1. Present and analyse true facts concerning the situation.
2. To examine those facts critically.
3. To develop the best answer possible under given circumstances based on critical examination of facts.

Scope of Method Study

The scope of method study is not restricted to only manufacturing industries. Method study techniques can be applied effectively in service sector as well. It can be applied in offices, hospitals, banks and other service organizations.

The areas to which method study can be applied successfully in manufacturing are:

1. To improve work methods and procedures.
2. To determine the best sequence of doing work.

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3. To smoothen material flow with minimum of back tracking and to improve layout.
4. To improve the working conditions and hence to improve labour efficiency.
5. To reduce monotony in the work.
6. To improve plant utilisation and material utilisation.
7. Elimination of waste and unproductive operations.
8. To reduce the manufacturing costs through reducing cycle time of operations.

Steps in Method Study:

The basic approach to method study consists of the following eight steps. The detailed procedure for conducting the method study is shown in Fig.

1. **SELECT** the work to be studied and define its boundaries.
2. **RECORD** the relevant facts about the job by direct observation and collect such additional data as may be needed from appropriate sources.
3. **EXAMINE** the way the job is being performed and challenge its purpose, place sequence and method of performance.
4. **DEVELOP** the most practical, economic and effective method, drawing on the contributions of those concerned
5. **EVALUATE** different alternatives to developing a new improved method comparing the cost-effectiveness of the selected new method with the current method with the current method of performance.
6. **DEFINEthe** new method, as a result, in a clear manner and present it to those concerned, i.e., management, supervisors and workers.
7. **INSTALLthe** new method as a standard practice and train the persons involved in applying it.
8. **MAINTAIN** the new method and introduce control procedures to prevent a drifting back to the previous method of work.

Recording Techniques for Method Study

The next step in basic procedure, after selecting the work to be studied is to record all facts relating to the existing method. In order that the activities selected for investigation may be visualised in their entirety and in order to improve them through subsequent critical examination, it is essential to have some means of placing on record all the necessary facts about the existing method. Records are very much useful to make before and after comparison to assess the effectiveness of the proposed improved method.

The recording techniques are designed to simplify and standardize the recording work. For this purpose charts and diagrams are used.

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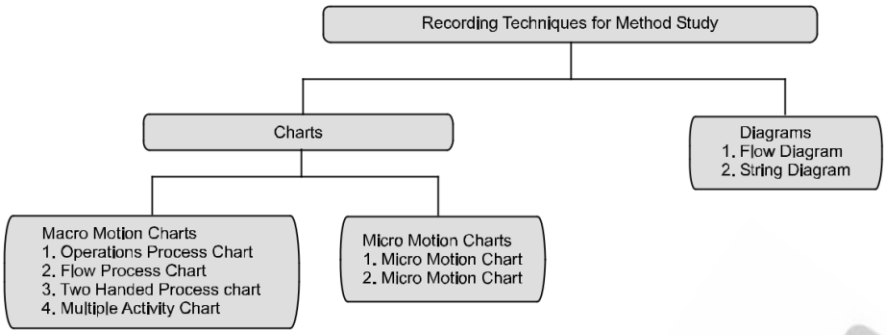

Fig. Recording Techniques for Method Study

CHARTS USED IN METHODS STUDY

This is the most popular method of recording the facts. The activities comprising the jobs are recorded using method study symbols. A great care is to be taken in preparing the charts so that the information it shows is easily understood and recognized. The following information should be given in the chart. These charts are used to measure the movement of operator or work (i.e., in motion study).

(a) Adequate description of the activities.

(b) Whether the charting is for present or proposed method.

(c) Specific reference to when the activities will begin and end.

(d) Time and distance scales used wherever necessary.

(e) The date of charting and the name of the person who does charting.

Types of Charts

It can be broadly divided into: (A) Macro motion charts and (B) Micro motion charts.

Macro motion charts are used for macro motion study and micro motion charts are used for micro motion study.

Macro motion study is one which can be measured through 'stop watch' and micro motion study is one which cannot be measured through stop watch.

(A) MACRO MOTION CHARTS

Following four charts are used under this type:

1. Operation Process Chart

It is also called outline process chart. An operation process chart gives the bird's eye view of the whole process by recording only the major activities and inspections involved in the process. Operation process chart uses only two symbols, i.e., operation and inspection. Operation, process chart is helpful to:

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(a) Visualise the complete sequence of the operations and inspections in the process.

(b) Know where the operation selected for detailed study fits into the entire process.

(c) In operation process chart, the graphic representation of the points at which materials are introduced into the process and what operations and inspections are carried on them are shown.

2. Flow Process Chart

Flow process chart gives the sequence of flow of work of a product or any part of it through the work centre or the department recording the events using appropriate symbols. It is the amplification of the operation process chart in which operations; inspection, storage, delay and transportation are represented. However, process charts are of three types:

(a) Material type—Which shows the events that occur to the materials.

(b) Man type—Activities performed by the man.

(c) Equipment type—How equipment is used.

The flow process chart is useful:

(a) to reduce the distance travelled by men (or materials).

(b) to avoid waiting time and unnecessary delays.

(c) to reduce the cycle time by combining or eliminating operations.

(d) to fix up the sequence of operations.

(e) to relocate the inspection stages.

Like operation process chart, flow process chart is constructed by placing symbols one below another as per the occurrence of the activities and are joined by a vertical line. A brief description of the activity is written on the right hand side of the activity symbol and time or distance is given on the left hand side.

3. Two Handed Process Chart

A two handed (operator process chart) is the most detailed type of flow chart in which the activities of the workers hands are recorded in relation to one another. The two handed process chart is normally confined to work carried out at a single workplace. This also gives synchronized and graphical representation of the sequence of manual activities of the worker. The application of this charts are:

- To visualise the complete sequence of activities in a repetitive task.
- To study the work station layout.

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3. Multiple Activity Chart

It is a chart where activities of more than subject (worker or equipment) are each recorded on a common time scale to show their inter-relationship. Multiple activity chart is made:

1. To study idle time of the man and machines,
2. To determine number of machines handled by one operator, and
3. To determine number of operators required in teamwork to perform the given job

Diagrams Used in Method Study:

The flow process chart shows the sequence and nature of movement but it does not clearly show the path of movements. In the paths of movements, there are often undesirable features such as congestion, back tracking and unnecessary long movements. To record these unnecessary features, representation of the working area in the form of flow diagrams, string diagrams can be made:

1. To study the different layout plans and thereby; select the most optimal layout.
2. To study traffic and frequency over different routes of the plant.
3. Identification of back tracking and obstacles during movements. Diagrams are of two types: 1. Flow diagram and 2. String diagram.

1. FLOW DIAGRAM

Flow diagram is a drawing, of the working area, showing the location of the various activities identified by their numbered symbols and are associated with particular flow process chart either man type or machine type.

The routes followed in transport are shown by joining the symbols in sequence by a line which represents as nearly as possible the path or movement of the subject concerned.

Following are the procedures to make the flow diagram:

1. The layout of the workplace is drawn to scale.
2. Relative positions of the machine tools, work benches, storage, and inspection benches are marked on the scale.
3. Path followed by the subject under study is tracked by drawing lines.
4. Each movement is serially numbered and indicated by arrow for direction.
5. Different colours are used to denote different types of movements.

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2. STRING DIAGRAM

The string diagram is a scale layout drawing on which, length of a string is used to record the extent as well as the pattern of movement of a worker working within a limited area during a certain period of time. The primary function of a string diagram is to produce a record of a existing set of conditions so that the job of seeing what is actually taking place is made as simple as possible.

One of the most valuable features of the string diagram is the actual distance travelled during the period of study to be calculated by relating the length of the thread used to the scale of drawing. Thus, it helps to make a very effective comparison between different layouts or methods of doing job in terms of the travelling involved.

The main advantages of string diagram compared to flow diagram is that respective movements between work stations which are difficult to be traced on the flow diagram can be conveniently shown on string diagram.

Following are the procedures to draw string diagram:

1. A layout of the work place of factory is drawn to scale on the soft board.
2. Pins are fixed into boards to mark the locations of work stations, pins are also driven at the turning points of the routes.
3. A measured length of the thread is taken to trace the movements (path).
4. The distance covered by the object is obtained by measuring the remaining part of the thread and subtracting it from original length.

Symbols Used in Method Study

Graphical method of recording was originated by Gilberth, in order to make the presentation of the facts clearly without any ambiguity and to enable to grasp them quickly and clearly. It is useful to use symbols instead of written description.

(A) METHOD STUDY SYMBOLS

O OPERATION

o INSPECTION

→ TRANSPORTATION

D DELAY

∇ STORAGE

Operation O

An operation occurs when an object is intentionally changed in one or more of its characteristics (physical or chemical). This indicates the main steps in a process, method or procedure.

An operation always takes the object one stage ahead towards completion.

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Examples of operation are:

1. Turning, drilling, milling, etc.
2. A chemical reaction.
3. Welding, brazing and riveting.
4. Lifting, loading, unloading.
5. Getting instructions from supervisor.
6. Taking dictation.

Inspection o

An inspection occurs when an object is examined and compared with standard for quality and quantity. The inspection examples are:

1. Visual observations for finish.
2. Count of quantity of incoming material.
3. Checking the dimensions

Transportation→

A transport indicates the movement of workers, materials or equipment from one place to another.

Example: Movement of materials from one work station to another.

Workers travelling to bring tools.

Delay D: Delay (Temporary Storage)

A delay occurs when the immediate performance of the next planned thing does not take place.

Example: Work waiting between consecutive operations.

Workers waiting at tool cribs.

Operators waiting for instructions from supervisor.

Storage ∇

Storage occurs when the object is kept in an authorised custody and is protected against unauthorised removal. For example, materials kept in stores to be distributed to various work.

ILLUSTRATION : Develop a Process Chart for making a cheese sandwich.

SOLUTION:

The following chart is one possible solution. The level of detail in process charts depends upon the requirements of the job. Time is often included to aid analysis of value added.

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Process Chart

Distance in metre	Symbol	Process description
10	⇨	Move to cabinet
-	○	Get loaf of bread
-	○	Remove two slices of bread
-	○	Lay slices on counter-top
-	○	Close loaf of bread
	○	Replace loaf of bread on shelf
-	○	Open butter
-	○	Spread butter on top slice of bread
-	□	Inspect sandwich
10	⇨	Move to serving area
-	○	Serve sandwich

ILLUSTRATION 2. Develop a Multiple Activity Chart for doing three loads of laundry, assume you will have access to one washing machine and one dryer.

SOLUTION: The following chart is one possible solution. The level of detail in process charts depends upon the requirements of the job. Time is often included to aid analysis of value added.

Multiple Activity Chart

Time	*Operator*	*Machine 1 Washer*	*Machine 2 Dryer*
	Load clothes and detergent in to Machine 1	Being loaded	Idle
	Idle	Run	Idle
	Remove clothes from Machine 1	Being unloaded	Idle
Repeat	Load clothes into Machine 2	Idle	Being loaded
Cycle	Load clothes and detergent into Machine 1	Being loaded	Run
	Idle	Run	Run
	Remove clothes from Machine 2	Idle	Being unloaded
	Hang clothes	Idle	Idle

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(B) MICRO-MOTION STUDY CHART

Micro-motion study provides a technique for recording and timing an activity. It is a set of techniques intended to divide the human activities in a groups of movements or micro-motions (called Therbligs) and the study of such movements helps to find for an operator one best pattern of movements that consumes less time and requires less effort to accomplish the task. Therbligs were suggested by Frank O. Gilbreth, the founder of motion study. Micro-motion study was mainly employed for the job analysis. Its other applications includes:

1. As an aid in studying the activities of two or more persons on a group work.
2. As an aid in studying the relationship of the activities of the operator and the machine as a means of timing operations.
3. As an aid in obtaining motion time data for time standards.
4. Acts as permanent record of the method and time of activities of the operator and the machine.

SIMO Chart symbols

Sl. No.	Code	Name	Description	Colour
1.	SH	SEARCH	Locate and article	Black
2.	F	FIND	Mental reaction at end of search	Gray
3.	ST	SELECT	Selection from a member	Light Gray
4.	G	GRASP	Taking Hold	Red
5.	H	HOLD	Prolonged group	Gold Ochre
6.	TL	TRANSPORTED LOADED	Moving an article	Green
7.	P	POSITION	Placing in a definite location	Blue
8.	A	ASSEMBLE	Putting parts together	Violet
9.	U	USE	Causing a device to perform its function	Purple
10.	DA	DISASSEMBLE	Separating parts	Light Violet
11.	I	INSPECT	Examine or test	Burnt Ochre
12.	PP	PREPOSITION	Placing an article ready for use	Pale Blue
13.	RL	RELEASE LOAD	Release an article	Carmine red
14.	TE	TRANSPORT EMPTY	Movement of a body member	Olive Green
15.	R	REST	Pause to overcome fatigue	Orange
16.	JD	UNAVOIDABLE DELAY	Idle-outside persons control	Yellow
17.	PN	PLAN	Mental plan for future action	-

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The micro-motion group of techniques is based on the idea of dividing human activities into division of movements or groups of movements (Therbligs) according to purpose for which they are made. Gilbreth differentiated 17 fundamental hand or hand and eye motions. Each Therbligs has a specific colour, symbol and letter for recording purposes. The Therbligs are micro-motion study involves the following steps:

1. Filming the operation to be studied.
2. Analysis of the data from the film.

The recording of the data through SIMO chart is done as micro motion chart.

SIMO Chart

Simultaneous motion cycle chart (SIMO chart) is a recording technique for micro-motion study. A SIMO chart is a chart based on the film analysis, used to record simultaneously on a common time scale the Therbligs or a group of Therbligs performed by different parts of the body of one or more operators.

It is the micro-motion form of the man type flow process chart. To prepare SIMO chart, an elaborate procedure and use of expensive equipment are required and this study is justified when the saving resulting from study will be very high.

Motion Study

Motion study is part of method study where analysis of the motion of an operator or work will be studied by following the prescribed methods.

There are a number of principles concerning the economy of movements which have been developed as a result of experience and which forms the basis for the development of improved methods at the workplace. These are first used by Frank Gilbreth, the founder of motion study and further rearranged and amplified by Barnes, Maynard and others.

Principles of Motion Study

The principles are grouped into three headings:

(a) Use of the human body.

(b) Arrangement of workplace.

(c) Design of tools and equipment.

(A) USES OF HUMAN BODY

When possible:

1. The two hands should begin and complete their movements at the same time.
2. The two hands should not be idle at the same time except during periods of rest.

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3. Motions of the arms should be made simultaneously.
4. Hand and body motions should be made at the lowest classification at which it is possible to do the work satisfactorily.
5. Momentum should be employed to help the worker, but should be reduced to a minimum whenever it has to be overcome by muscular effort.
6. Continuous curved movements are to be preferred to straight line motions involving sudden and changes in directions.
7. 'Ballistic' (i.e., free swinging) movements are faster, easier and more accurate than restricted or controlled movements.
8. Rhythm is essential to the smooth and automatic performance of a repetitive operation. The work should be arranged to permit easy and natural rhythm wherever possible.
9. Work should be arranged so that eye movements are confined to a comfortable area, without the need for frequent changes of focus.

(B) ARRANGEMENT OF THE WORKPLACE

1. Definite and fixed stations should be provided for all tools and materials to permit habit formation.
2. Tools and materials should be pre-positioned to reduce searching.
3. Gravity fed, bins and containers should be used to deliver the materials as close to the point of use as possible.
4. Tools, materials and controls should be located within a maximum working area and as near to the worker as possible.
5. Materials and tools should be arranged to permit the best sequence of motions.
6. 'Drop deliveries' or ejectors should be used wherever possible, so that the operative does not have to use his hands to dispose of finished parts.
7. Provision should be made for adequate lightning, and a chair of type and height to permit good posture should be provided. The height of the workplace and seat should be arranged to allow alternate standing and seating.

(C) DESIGN OF TOOLS AND EQUIPMENTS

1. The colour of the workplace should contrast with that of work and thus reduce eye fatigue.
2. The hands should be relieved of all work of 'holding' the work piece where this can be done by a jig or fixture or foot operated device.
3. Two or more tools should be combined where possible.
4. Where each finger performs some specific movement, as in typewriting, the

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load should be distributed in accordance with the inherent capacities of the fingers.

5. Handles such as those used on screw drivers and cranks should be designed to permit maximum surface of the hand to come in contact with the handle.
6. Levers, cross bars and wheel bars should be in such position that operator can manipulate them with least body change and with greatest mechanical advantage.

Recording Techniques of Motion Study

Most of the techniques mentioned in method study is used in the motion study. They are as follows:

Macro Motion Study

(a) Flow process chart

(b) Two handed process chart.

2. Micro Motion Study

SIMO chart.

Work measurement

Work measurement is also called by the name 'time study'. Work measurement is absolutely essential for both the planning and control of operations. Without measurement data, we cannot determine the capacity of facilities or it is not possible to quote delivery dates or costs. We are not in a position to determine the rate of production and also labour utilisation and efficiency. It may not be possible to introduce incentive schemes and standard costs for budget control.

Objectives Work measurement:

The use of work measurement as a basis for incentives is only a small part of its total application.

The objectives of work measurement are to provide a sound basis for:

1. Comparing alternative methods.
2. Assessing the correct initial manning (manpower requirement planning).
3. Planning and control.
4. Realistic costing.
5. Financial incentive schemes.
6. Delivery date of goods.
7. Cost reduction and cost control.

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8. Identifying substandard workers.
9. Training new employees.

Techniques of work measurement:

For the purpose of work measurement, work can be regarded as:

1. **Repetitive work:** The type of work in which the main operation or group of operations

   repeat continuously during the time spent at the job. These apply to work cycles of extremely short duration.

2. **Non-repetitive work:** It includes some type of maintenance and construction work, where the work cycle itself is hardly ever repeated identically.

Various techniques of work measurement are:

1. Time study (stop watch technique),
2. Synthesis,
3. Work sampling,
4. Predetermined motion and time study,
5. Analytical estimating.

Time study and work sampling involve direct observation and the remaining are data based and analytical in nature.

1. **Time study:** A work measurement technique for recording the times and rates of working for the elements of a specified job carried out under specified conditions and for analysing the data so as to determine the time necessary for carrying out the job at the defined level of performance. In other words measuring the time through stop watch is called time study.
2. **Synthetic data:** A work measurement technique for building up the time for a job or pans of the job at a defined level of performance by totalling element times obtained previously from time studies on other jobs containing the elements concerned or from synthetic data.
3. **Work sampling:** A technique in which a large number of observations are made over a period of time of one or group of machines, processes or workers. Each observation records what is happening at that instant and the percentage of observations recorded for a particular activity, or delay, is a measure of the percentage of time during which that activities delay occurs.
4. **Predetermined motion time study (PMTS):** A work measurement technique whereby times established for basic human motions (classified according to the nature of the motion and conditions under which it is made) are used to build up the time for a job at the defined level of performance. The most commonly used PMTS is known as Methods Time Measurement (MTM).

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5. **Analytical estimating:** A work measurement technique, being a development of estimating, whereby the time required to carry out elements of a job at a defined level of performance is estimated partly from knowledge and practical experience of the elements concerned and partly from synthetic data.

Techniques	Applications	Unit of measurement
1. Time study	Short cycle repetitive jobs. Widely used for direct work.	Centiminute (0.01 min)
2. Synthetic Data	Short cycle repetitive jobs.	Centi minutes
3. Working sampling	Long cycle jobs/heterogeneous operations.	Minutes
4. MTM	Manual operations confined to one work centre.	TMU (1 TMU = 0.006 min)
5. Analytical estimation	Short cycle non-repetitive job.	Minutes

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TIME STUDY

Time study is also called work measurement. It is essential for both planning and control of operations. According to British Standard Institute time study has been defined as "The application of techniques designed to establish the time for a qualified worker to carry out a specified job at a defined level of performance."

STEPS IN MAKING TIME STUDY

Stop watch time is the basic technique for determining accurate time standards. They are economical for repetitive type of work. Steps in taking the time study are:

1. Select the work to be studied.
2. Obtain and record all the information available about the job, the operator and the working conditions likely to affect the time study work.
3. Breakdown the operation into elements. An element is a instinct part of a specified activity composed of one or more fundamental motions selected for convenience of observation and timing.
4. Measure the time by means of a stop watch taken by the operator to perform each element of the operation. Either continuous method or snap back method of timing could be used.
5. At the same time, assess the operators effective speed of work relative to the observer's concept of 'normal' speed. This is called performance rating.
6. Adjust the observed time by rating factor to obtain normal time for each element

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$$\text{Normal Time} = \frac{\text{Oberved time} \times \text{Rating}}{100}$$

7. Add the suitable allowances to compensate for fatigue, personal needs, contingencies. etc. to give standard time for each element.
8. Compute allowed time for the entire job by adding elemental standard times considering frequency of occurrence of each element.
9. Make a detailed job description describing the method for which the standard time is established.
10. Test and review standards wherever necessary.

COMPUTATION OF STANDARD TIME

Standard time is the time allowed to an operator to carry out the specified task under specified conditions and defined level of performance. The various allowances are added to the normal time as applicable to get the standard time. Standard time may be defined as the, amount of time required to complete a unit of work: (a) under existing working conditions, (b) using the specified method and machinery, (c) by an operator, able to the work in a proper manner, and (d) at a standard pace.

Thus basic constituents of standard time are:

1. Elemental (observed time).
2. Performance rating to compensate for difference in pace of working.
3. Relaxation allowance.
4. Interference and contingency allowance.
5. Policy allowance.

Allowances

The normal time for an operation does not contain any allowances for the worker. It is impossible to work throughout the day even though the most practicable, effective method has been developed. Even under the best working method situation, the job will still demand the expenditure of human effort and some allowance must therefore be made for recovery from fatigue and for relaxation. Allowances must also be made to enable the worker to attend to his personal needs. The allowances are categorised as: (1) Relaxation allowance, (2) Interference allowance, and (3) Contingency allowance.

1. RELAXATION ALLOWANCE

Relaxation allowances are calculated so as to allow the worker to recover from fatigue. Relaxation allowance is a addition to the basic time intended to provide

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the worker with the opportunity to recover from the physiological and psychological effects of carrying out specified work under specified conditions and to allow attention to personal needs. The amount of allowance will depend on nature of the job.

Relaxation allowances are of two types: fixed allowances and variable allowances.

Fixed allowances constitute:

(a) **Personal needs allowance:** It is intended to compensate the operator for the time necessary to leave, the workplace to attend to personal needs like drinking water, smoking, washing hands. Women require longer personal allowance than men. A fair personal allowance is 5% for men, and 7% for women.

(b) **Allowances for basic fatigue:** This allowance is given to compensate for energy expended during working. A common figure considered as allowance is 4% of the basic time.

2. VARIABLE ALLOWANCE

Variable allowance is allowed to an operator who is working under poor environmental conditions that cannot be improved, added stress and strain in performing the job.

The variable fatigue allowance is added to the fixed allowance to an operator who is engaged on medium and heavy work and working under abnormal conditions. The amount of variable fatigue allowance varies from organization to organization.

3. INTERFERENCE ALLOWANCE

It is an allowance of time included into the work content of the job to compensate the operator for the unavoidable loss of production due to simultaneous stoppage of two or more machines being operated by him. This allowance is applicable for machine or process controlled jobs.

Interference allowance varies in proportion to number of machines assigned to the operator.

The interference of the machine increases the work content.

4. CONTINGENCY ALLOWANCE

A contingency allowance is a small allowance of time which may be included in a standard time to meet legitimate and expected items of work or delays. The precise measurement of which is uneconomical because of their infrequent or irregular occurrence.

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This allowance provides for small unavoidable delays as well as for occasional minor extra work:

Some of the examples calling for contingency allowance are:

1. Tool breakage involving removal of tool from the holder and all other activities to insert new tool into the tool holder.
2. Power failures of small duration.
3. Obtaining the necessary tools and gauges from central tool store. Contingency allowance should not exceed 5%.

4. POLICY ALLOWANCE

Policy allowances are not the genuine part of the time study and should be used with utmost care and only in clearly defined circumstances.

The usual reason for making the policy allowance is to line up standard times with requirements of wage agreement between employers and trade unions.

The policy allowance is an increment, other than bonus increment, applied to a standard time (or to some constituent part of it, e.g., work content) to provide a satisfactory level of earnings for a specified level of performance under exceptional circumstances. Policy allowances are sometimes made as imperfect functioning of a division or part of a plant.

Use of tools, fixtures, jigs to increase the quality and quantity of Production

Use of tools:

Selection of suitable cutting tool plays a major role in increasing quality and quantity of Production. A cutting tool must have the following characteristics in order to produce good quality and economical parts:

Hardness — hardness and strength of the cutting tool must be maintained at elevated temperatures, also called hot hardness.

Toughness — toughness of cutting tools is needed so that tools don't chip or fracture, especially during interrupted cutting operations.

Wear Resistance — wear resistance means the attainment of acceptable tool life before tools need to be replaced.

Drills, Milling cutters, Turning tools are the examples of cutting tools.

Use of Jigs and Fixtures:

The terms jig and fixture are many times referred as the synonyms of each other, sometimes both the terms are used together as jig fixture. Although, both jig and fixture are used in mass production process, functionally the two are different tools.

In simple terms, the jig is a tool that guides the cutting (or machining) tool. The most common type of jig is the drill jig, which guides the drill bit for creating holes

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at desired locations. Using drill jigs increases production rate drastically by eliminating the time spent using a square scriber, height gauge, centre punch, etc. Like drill jigs, welding jigs and wood working jigs are also used in industry quite extensively. Wood working jigs are useful for creating intricate wooden profiles.

The fixture is a tool which holds the work piece with the machine bed precisely at the desired location. The fixture also reduces the nonproductive loading, unloading, and fixing time of the work piece. For example, one need to use a milling machine for giving a chamfer at the corner of rectangular work pieces. One can use a vice to hold it in the desired position, but in that case every new work piece will take lots of time for fixing it. On the other hand if we can make a milling fixture and bolt the fixture to the milling machine bed, then one need not waste much time for fixing the work pieces every time. Just place the work piece and it will automatically aligned to the required angle, and straight away run the machining operation, no need to measure the angle, and no need to be worried about the accuracy.

Fatigue Reduction:

Fatigue is a work place hazard and can be associated with safety and health of the worker. It affects the health and safety of both the employee and his/her colleagues. Fatigue is a complex phenomenon that can be attributed to many factors. It is noticeable that sleepiness and fatigue can exist in the same time as a consequence of sleep deprivation in workers. Sleepiness reflects the neurobiological need to sleep that induces sleep drives of an individual to fall asleep. After working at night or a night without sleep, we have higher levels of sleepiness. While after forceful physical exercise during the day time we have fatigue, but we cannot sleep easily. Fatigue usually refers to impairment in task performance. Also, fatigue has a psychological aspect that means not having enough energy to do work and experience subject reluctance to continue a task. There are many factors at both; in the workplace and out of workplace which can influence fatigue levels. The most important cause of fatigue is the lack of restorative sleep. In addition, fatigue can be induced from a combination of interrelated factors. Work load refers to the amount of work that is assigned to an employee to do. It induces fatigue in the workplace and can be assessed in three category including physical load, environmental load, and mental load.

Fatigue is a problem that cannot be easily measured in the workplace. The majority of workers are reluctant to express their feeling of fatigue. It is especially true in an incident investigation. Also, there is no single instrument as a gold standard for fatigue measurement, because of the widespread effects of fatigue on human skills, definitional difficulties of fatigue, and multiple causes of fatigue. However, as a first step to manage fatigue in workplace, we have to identify and measure fatigue and their causes in industrial settings. There are great deals of instruments available on this subject including books, articles, guidelines, standard questionnaires, and more. Some of these instruments are inconclusive and sometimes contradict each other. It is necessary to recognize most accurate and industry-appropriate material for each work place. In addition,

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acquisition of sufficient knowledge about advantages and disadvantages of each instrument in work place is important.

In this case, employees and employers can identify and manage fatigue in the workplace, identify useful methods for avoiding fatigue or reducing its probability, consider a number of coping strategies for fighting fatigue, and perform accident investigations after happening fatigue-induced problems. The type of instrument for fatigue measurement is depending on the decision that must be made by the organization. Measurement can determine one dimension of fatigue, usually severity of fatigue, or multiple dimensions. Additional measurements can be used to gather more information about fatigue type or impact or about phenomena conceptually related to fatigue. Fatigue can have multiple causes in the workplaces. Therefore, there is no comprehensive single countermeasure to eliminate fatigue from industrial settings. It is necessary to consider ranges of strategies to address the different types and causes of fatigue. For practical purposes, multiple divisions have been considered for fatigue countermeasures of activities. In the first one, fatigue countermeasures have been divided into two categories: (a) Preventive strategies that are used before working hours and during rest times, and (b) operational strategies that are used during the job (driving, refinery operation, computer terminal at control room, etc.)

Since circadian disruption is the most important cause of fatigue, preventive strategies are designed to decrease the impact of circadian disruption and sleep loss on performance and alertness during the job. There are varieties of different methods in this strategy. The majority of them temporarily relieve fatigue symptoms. Then help the workers get their job as safely and efficiently as possible. Some of these strategies including minimize sleep loss, naps during night shifts, education of good sleeping habits to workers, stimulators, and acceleration in circadian adaptation to different shift types.

Methods of Reducing Fatigue: A fatigued worker will not be able to work with his original rhythm. Every industrial enterprise is expected to devise ways and means of reducing fatigue so that production does not suffer for longer periods.

Following methods may help in reducing fatigue and providing freshness to workers:

1. **Rest pauses:**

   When workers continue to work for longer periods then they; feel tired and need some rest. Rest pauses are of great importance in reducing fatigue as well as monotony. Rest pauses should be provided in such a way that workers feel relieved after working for some hours. A well planned rest pauses schedule will be of .great help in reducing fatigue.

2. **Less hours of work:**

   Longer hours of work are the main cause of fatigue. The hours of work should be reduced to that optimum level where workers are able to keep up their working speed. The factories act in India allows only 48 hours a week for adult workers and it should be followed strictly.

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3. Proper lighting:

Poor illumination is an important cause of disturbance and fatigue. The work place should be properly lighted so that workers are able to work without burdening their eye sight and brain.

4. Improving environmental conditions:

The humidity, temperature and ventilation influence workers at work. A proper balance of temperature, humidity should be maintained to make the work place comfortable and worth working so that fatigue is reduced.

5. Reduction of noise:

Undesirable noise will cause fatigue. It may also cause muscular tension. Unnecessary noise should be curbed to its, minimum level. Lower noise levels increase productivity of workers by reducing fatigue, removing cause of irritation.

6. Proper selection of employees:

A wrong selection of employees and their placement may also be a reason for fatigue and monotony. A job may require more physical input than worker has. In such situations the worker will feel fatigued after short duration of work. A square peg in a square hole will help in reducing fatigue and boredom so proper selection shall help in this regard.

7. Job rotations:

Sometimes workers start feeling bore and tired while working repeatedly on the same job. If job rotation is provided, it will avoid boredom and fatigue.

8. Counseling of employees:

Anxieties and worries may be the main cause of fatigue with some workers. There may be job dissatisfaction domestic problem etc. the officers of personnel department should counsel the employees and help them in solving their problems.

Example : Following datas were obtained by a work study. Man from a

Example : Following datas were obtained by a work study. Man from a study conducted byhours.

(i) **Maintenance time**

(a) Get out and put away tools	= 12.0 min/day
(b) Cleaning of machine	= 5.0 min/day
(c) Oiling of machine	= 5.0 min/day
(d) Replenish coolant supply	= 3.0 min/day

(ii) **Interruption**

(a) Interruption by foreman	= 5.0min/da.
(b) Interruption by porter etc.	= 4.0min/da.
(iii) Delay time due to power failure	= 6.0 min/da.
(iv) Personal time	= 20.0 min/day

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Calculate total allowances, total available cycle time productive hours, considering a working day of 8 hours.

SOLUTION:

Total allowance (sometimes also known as station time)

= Total maintenance time + Interruption time + Delay time + Personal time

= (12.0 + 5 + 5 + 3.0) + (5.0 + 4.0) + 6.0 + 20.0

= 25.0 + 9.0 + 6.0 + 20.0

= 60.0 min per day

∴ Total available cycle time = Total work period – Total allowances

= 480 – 60 = 420 min/day

$$\text{Productive hours} = \frac{\text{Time available}}{\text{Number of hours}}$$

420

QUESTIONS

Q.1 Discuss the steps involved in method study. Explain different types of charts and diagrams used in methods study.

Q.2 What are the principles of motion study. Discuss the recording technique of motion study.

Q.3 Discuss the various techniques of work measurement.

Q.4 Discuss the steps in making time study.

Q.5 Discuss the different types of allowances.

Q.6 Write a detailed note on Work Study.

Q.7 Find out the standard time using the following data:

Average time for machine elements	= 6	min
Average time for manual elements	= 4	min
Performance rating	= 110%	
Allowances	= 10%	

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CHAPTER NO: IV
SELECTING PLANT LOCATION & LAYOUT

- **CHAPTER OBJECTIVES:**

1. To equip students with fundamentals of Plant Location.
2. To acquaint the students with different types of Layout.
3. To enable the students to understand Material Handling Equipments and storage systems.

OVERVIEW OF THE CHAPTER:

This chapter deals with understanding Plant Location and factors affecting Plant Location. It focuses on various various types of Plant Layout along with their characteristics. Different Material Handling Equipments and storage systems are discussed in this chapter.

KEY WORDS:

Plant Location, Plant Layout, Material Handling Equipments, Storage Systems.

INTRODUCTION:

Plant location

Plant location refers to the choice of the region where men, materials, money, machinery and equipment are brought together for setting up a business or factory. A plant is a place where the cost of the product is kept to low in order to maximize gains. Identifying an ideal location is very crucial, it should always maximize the net advantage, must minimize the unit cost of production and distribution. Plant location decisions are very important because once the plant is located at a particular site then the organization has to face the pros and cons of that initial decision.

While taking plant location decision organizations need to consider various factors such as availability of men, materials, money, machinery and equipment. At the same time plant, location decisions should also focus on expanding and developing facilities, the nearness of the market, transport facilities, availability of fuel and power, availability of water and disposal of water etc. There is no exact method of analysis or assurance for the selection of an optimal location. But an extent of analysis and study can help in maximizing the probability of finding the right locations.

If an organization is placed in a potentially satisfactory location then it can fulfill the objectives smoothly in the long run, on the other hand, opt for a poor location does not give the expected results due to the non-availability of raw materials, problems from local people, problems associated with availability and disposal of water, power supply problems, etc. However following a systematic method in order to evaluate the better location can give maximum results in generating profits.

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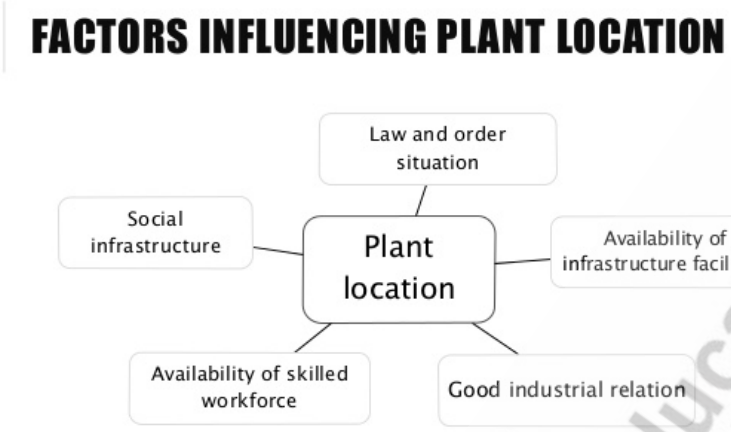
Factors affecting the plant location

Decisions regarding selecting a location need a balance of several factors. These are divided into primary factors and secondary factors; here both the factors can influence the business in the long run.



Primary factors

Availability of raw materials

Availability of raw materials is the most important factor in plant location decisions. Usually, manufacturing units where there is the conversion of raw materials into finished goods is the main task then such organizations should be located in a place where the raw materials availability is maximum and cheap.

Nearness to the market

Nearness of market for the finished goods not only reduces the transportation costs, but it can render quick services to the customers. If the plant is located far away from the markets then the chances of spoiling and breakage become high during transport. If the industry is nearer to the market then it can grasp the market share by offering quick services.

Availability of labor

Another most important factor which influences the plant location decisions is the availability of labor. The combination of the adequate number of labor with suitable skills and reasonable labor wages can highly benefit the firm. However, labor-intensive firms should select the plant location which is nearer to the source of manpower.

Transport facilities

In order to bring the raw materials to the firm or to carrying the finished goods to the market, transport facilities are very important. Depending on the size of the finished goods or raw materials a suitable transportation is necessary such as roads, water, rail, and air. Here the transportation costs highly increase the cost of production, such organizations can not complete with the rival firms. Here the point considered is transportation costs must be kept low.

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Availability of fuel and power

Unavailability of fuel and power is the major drawback in selecting a location for firms. Fuel and power are necessary for all most all the manufacturing units, so locating firms nearer to the coal beds and power industries can highly reduce the wastage of efforts, money and time due to the unavailability of fuel and power.

Availability of water

Depending on the nature of the plant firms should give importance to the locations where water is available.For example, power plants where use water to produce power should be located near the water bodies.

Secondary factors:

Suitability of climate

Climate is really an influencing factor for industries such as agriculture, leather, and textile, etc. For such industries extreme humid or dry conditions are not suitable for plant location. Climate can affect the labor efficiency and productivity.

Government policies

While selecting a location for the plant, it is very important to know the local existed Government policies such as licensing policies, institutional finance, Government subsidies, Government benefits associated with establishing a unit in the urban areas or rural areas, etc.

Availability of finance

Finance is the most important factor for the smooth running of any business; it should not be far away from the plant location. However, in the case of decisions regarding plant location, it is the secondary important factor because financial needs can be fulfilled easily if the firm is running smoothly. But it should be located nearer to the areas to get the working capital and other financial needs easily.

Competition between states

In order to attract the investment and large scale industries various states offer subsidies, benefits, and sales tax exemptions to the new units. However, the incentives may not be big but it can help the firms during its startup stages.

Availability of facilities

Availability of basic facilities such as schools, hospitals, housing and recreation clubs, etc can motivate the workers to stick to the jobs. On the other hand, these facilities must be provided by the organization, but here most of the employees give preference to work in the locations where all these benefits/facilities are available outside also. So while selecting plant location, organizations must give preference to the location where it is suitable for providing other facilities also.

Disposal of waste: Disposal of waste is a major problem particularly for industries such as chemical, sugar, and leather, etc. So that the selected plant location should

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have provision for the disposal of waste.

The Best Location for the Small Plant:

Following are the other points which are to be considered in addition to main factors, while considering location for small plant:

1. Select the area where producer or enterprisers have an idea about the local people, their habits, customs and needs.
2. If selection is made in a strange area, then enterpriser must personally meet the local interested people.
3. Location in rented premises is always better than purchasing. Because if change of location is sought latter, then purchased premises may cause a loss.
4. Location at the main roads or corner is best suited, if finances allow.
5. Location on side road is economical but more publicity is required to become known.
6. The first renting contract with owner must not exceed one year or so, and commit¬ments for five or ten years must not be made until success of the projects is certain.
7. Success is not assured in any particular locality, but it can be achieved in every local¬ity and in any location by good and careful planning.

Various models are available which help to identify the ideal location. Some of the popular models are:

1. Factor rating method
2. Weighted factor rating method
3. Load-distance method
4. Centre of gravity method
5. Break even analysis

Factor Rating Method for Location Planning

Factor Rating Method

The process of selecting a new facility location involves a series of following steps:

1. Identify the important location factors.
2. Rate each factor according to its relative importance, i.e., higher the ratings is indicative of prominent factor.
3. Assign each location according to the merits of the location for each factor.
4. Calculate the rating for each location by multiplying factor assigned to each location with basic factors considered.
5. Find the sum of product calculated for each factor and select best location having highest total score.

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ILLUSTRATION 1:

Let us assume that a new medical facility, Health-care, is to be located in Delhi. The location factors, factor rating and scores for two potential sites are shown in the following table. Which is the best location based on factor rating method?

Sl. No.	*Location factor*	*Factor rating*	*Rating*	
			Location 1	*Location 2*
1.	Facility utilization	8	3	5
2.	Total patient per month	5	4	3
3.	Average time per emergency trip	6	4	5
4.	Land and construction costs	3	1	2
5.	Employee preferences	5	5	3

Solution:

Sl. No.	*Location factor*	*Factor rating (1)*	*Location 1*		*Location 2*	
			(Rating) (2)	*Total= (1) . (2)*	*(Rating) (3)*	*Total = (1) . (3)*
1.	Facility utilization	8	3	24	5	40
2.	Total patient per month	5	4	20	3	15
3.	Average time per emergency trip	6	4	24	5	30
4.	Land and construction costs	3	1	3	2	6
5.	Employee preferences	5	5	25	3	15
			Total	96	Total	106

The total score for location 2 is higher than that of location 1. Hence location 2, is the best choice.

Weighted Factor Rating Method

In this method to merge quantitative and qualitative factors, factors are assigned weights based on relative importance and weightage score for each site using a preference matrix is calculated. The site with the highest weighted score is selected as the best choice.

ILLUSTRATION 2:

Let us assume that a new medical facility, Health-care, is to be located in Delhi. The location factors, weights, and scores (1 = poor, 5 = excellent) for two potential sites are shown in the following table. What is the weighted score for these sites? Which is the best location?

Sl. No.	*Location factor*	*Weight*	*Scores*	
			Location 1	*Location 2*
1.	Facility utilization	25	3	5
2.	Total patient km per month	25	4	3
3.	Average time per emergency trip	25	3	3
4.	Land and construction costs	15	1	2
5.	Employee preferences	10	5	3

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SOLUTION:

The weighted score for this particular site is calculated by multiplying each factor's weight by its score and adding the results:

Weighed score location 1 = 25 × 3 + 25 × 4 + 25 × 3 + 15 × 1 + 10 × 5 = 75 + 100 + 75 + 15 + 50 = 315 Weighed score location 2 = 25 × 5 + 25 × 3 + 25 × 3 + 15× 2 + 10 × 3 = 125 + 75 + 75 + 30 + 30 = 335

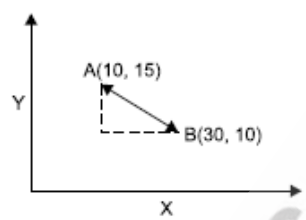
Location 2 is the best site based on total weighted scores.

3. Load distance method

Load-distance Method

The load-distance method is a mathematical model used to evaluate locations based on proximity factors. The objective is to select a location that minimizes the total weighted loads moving into and out of the facility. The distance between two points is expressed by assigning the points to grid coordinates on a map. An alternative approach is to use time rather than distance.

Distance between point A and point B



The point A on the grid represents the supplier's location in Ghaziabad, and the point B represents the possible warehouse location at Gurgaon. The distance between points A and B is the length of the hypotenuse of a right triangle, or

dAB = Sqrt((XA–XB)2+(YA– YB)2)

where dAB = distance between points A and B

XA = x-coordinate of point A

YA = y-coordinate of point A

XB= x-coordinate of point B

YB = y-coordinate of point B

Rectilinear distance measures distance between two points with a series of 90° turns as city blocks. Essentially, this distance is the sum of the two dashed lines representing the base and side of the triangle . The distance travelled in the x - direction is the absolute value of the difference in x-coordinates. Adding this result to the absolute value of the difference in the y -coordinates gives

DAB = |XA– XB| + |YA– YB|

Suppose that a firm planning a new location wants to select a site that minimizes the distances that loads, particularly the larger ones, must travel to and from the site. Depending on the industry, a load may be shipments from suppliers, between

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plants, or to customers, or it may be customers or employees travelling to or from the facility. The firm seeks to minimize its load- distance, generally by choosing a location so that large loads go short distances.

To calculate a load-distance for any potential location, we use either of the distance measures and simply multiply the loads flowing to and from the facility by the distances travelled. These loads may be expressed as tones or number of trips per week. This calls for a practical example to appreciate the relevance of the concept. Let us visit a new Health-care facility, once again

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ILLUSTRATION

The new Health-care facility is targeted to serve seven census tracts in Delhi. The table given below shows the coordinates for the centre of each census tract, along with the projected populations, measured in thousands. Customers will travel from the seven census tract centers to the new facility when they need health-care. Two locations being considered for the new facility are at (5.5, 4.5) and (7, 2), which are the centers of census tracts C and F. Details of seven census tract centers, co-ordinate distances along with the population for each centre are given below. If we use the population as the loads and use rectilinear distance, which location is better in terms of its total load- distance score?

Sl. No.	*Census tract*	*(x, y)*	*Population (l)*
1	A	(2.5, 4.5)	2
2	B	(2.5, 2.5)	5
3	C	(5.5, 4.5)	10
4	D	(5, 2)	7
5	E	(8, 5)	10
6	F	(7, 2)	20
7	G	(9, 2.5)	14

SOLUTION:

Calculate the load-distance score for each location. Using the coordinates from the above table calculate the load-distance score for each tract.

Using the formula DAB = |XA– XB| + |YA– YB|

Census tract	*(x, y)*	*Population (l)*	*Locate at (5.5, 4.5)*		*Locate at (7, 2)*	
			Distance (d)	*Load-distance*	*Distance (d)*	*Load-distance*
A	(2.5, 4.5)	2	3 + 0 = 3	6	4.5 + 2.5 = 7	14
B	(2.5, 2.5)	5	3 + 2 = 5	25	4.5 + 0.5 = 5	25
C	(5.5, 4.5)	10	0 + 0 = 0	0	1.5 + 2.5 = 4	40
D	(5, 2)	7	0.5 + 2.5 = 3	21	2 + 0 = 2	14
E	(8, 5)	10	2.5 + 0.5 = 3	30	1 + 3 = 4	40
F	(7, 2)	20	1.5 + 2.5 = 4	80	0 + 0 = 0	0
G	(9, 2.5)	14	3.5 + 2 = 5.5	77	2 + 0.5 = 2.5	35
			Total	239	Total	168

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Summing the scores for all tracts gives a total load-distance score of 239 when the facility is located at versus a load-distance score of 168 at location (7, 2). Therefore, the location in census tract F is a better location.

Centre of gravity is based primarily on cost considerations. This method can be used to assist managers in balancing cost and service objectives. The centre of gravity method takes into account the locations of plants and markets, the volume of goods moved, and transportation costs in arriving at the best location for a single intermediate warehouse.

The centre of gravity is defined to be the location that minimizes the weighted distance between the warehouse and its supply and distribution points, where the distance is weighted by the number of tones supplied or consumed. The first step in this procedure is to place the locations on a coordinate system. The origin of the coordinate system and scale used are arbitrary, just as long as the relative distances are correctly represented. This can be easily done by placing a grid over an ordinary map. The centre of gravity is determined by the formula.

$$C_X = \sum D_{ix}.W_i / \sum W_i \text{ and } C_Y = \sum D_{iy}.W_i / \sum W_i$$

where Cx = x-coordinate of the centre of gravity

Cy = y-coordinate of the centre of gravity

Dix = x-coordinate of location i

Diy = y-coordinate of location i

ILLUSTRATION

The new Health-care facility is targeted to serve seven census tracts in Delhi. The table given below shows the coordinates for the centre of each census tract, along with the projected populations, measured in thousands. Customers will travel from the seven census tract centre s to the new facility when they need health- care. Two locations being considered for the new facility are at (5.5, 4.5) and (7, 2), which are the centers of census tracts C and F. Details of seven census tract centers, coordinate distances along with the population for each centre are given below. Find the target area's centre of gravity for the Health-care medical facility.

Sl. No.	*Census tract*	*(x, y)*	*Population (I)*
1	A	(2.5, 4.5)	2
2	B	(2.5, 2.5)	5
3	C	(5.5, 4.5)	10
4	D	(5, 2)	7
5	E	(8, 5)	10
6	F	(7, 2)	20
7	G	(9, 2.5)	14

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SOLUTION:

To calculate the centre of gravity, start with the following information, where population is given in thousands.

Sl. No.	Census tract	(x, y)	Population (l)	Lx	Ly
1	A	(2.5, 4.5)	2	5	9
2	B	(2.5, 2.5)	5	12.5	12.5
3	C	(5.5, 4.5)	10	55	45
4	D	(5, 2)	7	35	14
5	E	(8, 5)	10	80	50
6	F	(7, 2)	20	140	40
7	G	(9, 2.5)	14	126	35
		Total	68	453.50	205.50

Next we find Cx and Cy

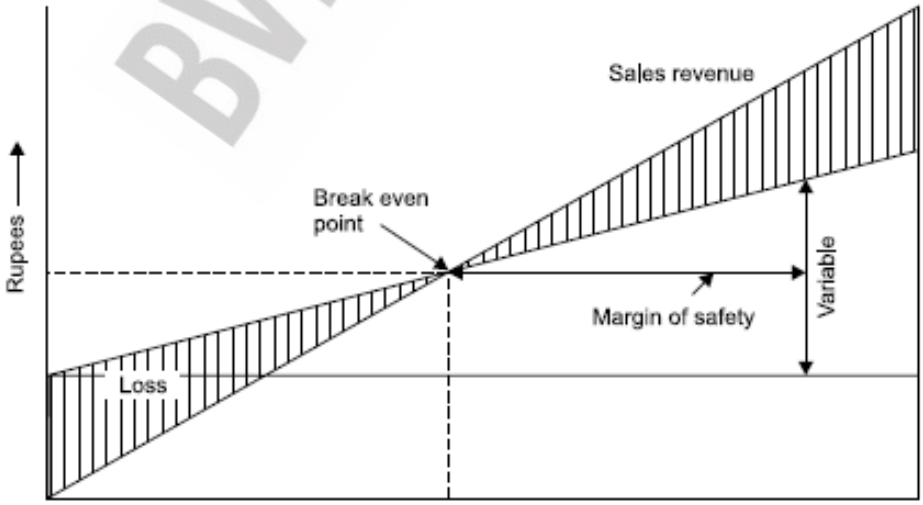
Cx= 453.5/68 = 6.67

Cy= 205.5/68 = 3.02

The centre of gravity is (6.67, 3.02). Using the centre of gravity as starting point, managers can now search in its vicinity for the optimal location.

Break Even Analysis

Break even analysis implies that at some point in the operations, total revenue equals total cost. Break even analysis is concerned with finding the point at which revenues and costs agree exactly. It is called 'Break-even Point'. The Figure portrays the Break Even Chart: Break even point is the volume of output at which neither a profit is made nor a loss is incurred.



Plotting the break even chart for each location can make economic comparisons of locations. This will be helpful in identifying the range of production volume over which location can be selected.

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ILLUSTRATION :

Potential locations X, Y and Z have the cost structures shown below. The ABC company has a demand of 1,30,000 units of a new product. Three potential locations X, Y and Z having following cost structures shown are available. Select which location is to be selected and also identify the volume ranges where each location is suited?

	Location X	*Location Y*	*Location Z*
Fixed Costs	Rs. 150,000	Rs. 350,000	Rs. 950,000
Variable Costs	Rs. 10	Rs. 8	Rs. 6

SOLUTION:

Solve for the crossover between X and Y:

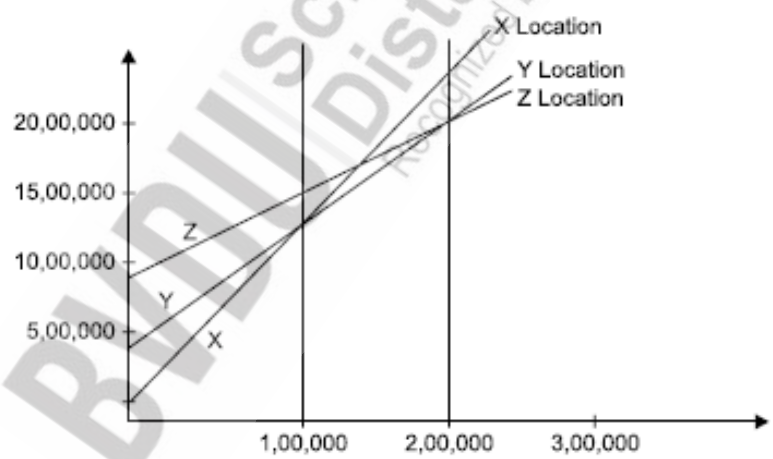
10X+ 150,000 = 8X + 350,000 2X = 200,000 X = 100,000 units

Solve for the crossover between Y and Z:

8X + 350,000 = 6X + 950,000 2X = 600,000 X = 300,000 units

Therefore, at a volume of 1,30,000 units, Y is the appropriate strategy. From the graph we can interpret that location X is suitable up to 100,000 units, location Y is suitable up to between 100,000 to 300,000 units and location Z is suitable if the demand is more than 300,000 units.

BEP chart



Material handling equipment is mechanical equipment used for the movement, storage, control and protection of materials, goods and products throughout the process of manufacturing, distribution, consumption and disposal. The different types of handling equipment can be classified into four major categories: transport equipment, positioning equipment, unit load formation equipment, and storage equipment.

Transport equipment

Transport equipment is used to move material from one location to another (e.g.,

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between workplaces, between a loading dock and a storage area, etc.), while positioning equipment is used to manipulate material at a single location. The major subcategories of transport equipment are conveyors, cranes, and industrial trucks. Material can also be transported manually using no equipment

a) Conveyors

Conveyors are used when material is to be moved frequently between specific points over a fixed path and when there is a sufficient flow volume to justify the fixed conveyor investment. Different types of conveyors can be characterized by the type of product being handled: unit load or bulk load; the conveyor's location: in-floor, on-floor, or overhead, and whether or not loads can accumulate on the conveyor. Accumulation allows intermittent movement of each unit of material transported along the conveyor, while all units move simultaneously on conveyors without accumulation capability. For example, while both the roller and flat-belt are unit-load on-floor conveyors, the roller provides accumulation capability while the flat-belt does not; similarly, both the power-and-free and trolley are unit-load overhead conveyors, with the power-and-free designed to include an extra track in order to provide the accumulation capability lacking in the trolley conveyor. Examples of bulk-handling conveyors include the magnetic-belt, troughed-belt, bucket, and screw conveyors. A sortation conveyor system is used for merging, identifying, inducting, and separating products to be conveyed to specific destinations, and typically consists of flat-belt, roller, and chute conveyor segments together with various moveable arms and/or pop-up wheels and chains that deflect, push, or pull products to different destinations.quipment.

b) Electric Tugs

An electric tug is a small battery powered and pedestrian operated machine capable of either pushing or pulling a significantly heavier load than itself. Traction and load control are achieved through weight transfer. Weight transfer is the principle of adding balance to the machine either through hydraulic action or leverage. There are different types of tugs available alongside the standard electric tug this includes a pusher tug and a Tow Tug. A pusher Tug is a battery powered pedestrian machine which is designed through using a powerful drive motor to push a wheeled load significantly heavier than itself on either rail's castors, air skates or wheels and contact on the load is made via a push plate. A tow tug is a weighed machine designed specifically for pulling heavy loads significant heaver on rails wheels, castors or air skates with occasional push movement if required. Additional features determine where the machine can be used and in what circumstances. Electric tugs can be used in any circumstance when assistance is needed to move a load both indoors and outdoors, primarily in the manufacturing environment.

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c) Cranes

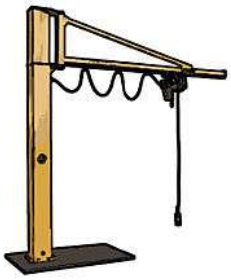

Fig. Jib crane

Cranes are used to transport loads over variable (horizontal and vertical) paths within a restricted area and when there is insufficient (or intermittent) flow volume such that the use of a conveyor cannot be justified. Cranes provide more flexibility in movement than conveyors because the loads handled can be more varied with respect to their shape and weight. Cranes provide less flexibility in movement than industrial trucks because they only can operate within a restricted area, though some can operate on a portable base. Most cranes utilize trolley-and-tracks for horizontal movement and hoists for vertical movement, although manipulators can be used if precise positioning of the load is required. The most common cranes include the jib, bridge, gantry, and stacker cranes.

d) Industrial trucks

Fig. Pallet jack

Industrial trucks are trucks that are not licensed to travel on public roads (commercial trucks are licensed to travel on public roads). Industrial trucks are used to move materials over variable paths and when there is insufficient (or intermittent) flow volume such that the use of a conveyor cannot be justified. They provide more flexibility in movement than conveyors and cranes because there are no restrictions on the area covered, and they provide vertical movement if the truck has lifting capabilities. Different types of industrial trucks can be characterized by whether or not they have forks for handling pallets, provide powered or require manual lifting and travel capabilities, allow the operator to ride on the truck or require that the operator walk with the truck during travel, provide load stacking capability, and whether or not they can operate in narrow aisles.

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Fig. Unit load AGV

Hand trucks (including carts and dollies), the simplest type of industrial truck, cannot transport or stack pallets, is non-powered, and requires the operator to walk. A pallet jack, which cannot stack a pallet, uses front wheels mounted inside the end of forks that extend to the floor as the pallet is only lifted enough to clear the floor for subsequent travel. A counterbalanced lift truck (sometimes referred to as a forklift truck, but other attachments besides forks can be used) can transport and stack pallets and allows the operator to ride on the truck. The weight of the vehicle (and operator) behind the front wheels of truck counterbalances weight of the load (and weight of vehicle beyond front wheels); the front wheels act as a fulcrum or pivot point. Narrow-aisle trucks usually require that the operator stand-up while riding in order to reduce the truck's turning radius. Reach mechanisms and outrigger arms that straddle and support a load can be used in addition to the just the counterbalance of the truck. On a turret truck, the forks rotate during stacking, eliminating the need for the truck itself to turn in narrow aisles. An order picker allows the operator to be lifted with the load to allow for less-than-pallet-load picking. Automated guided vehicles (AGVs) are industrial trucks that can transport loads without requiring a human operator.

Positioning equipment

Positioning equipment is used to handle material at a single location. It can be used at a workplace to feed, orient, load/unload, or otherwise manipulate materials so that are in the correct position for subsequent handling, machining, transport, or storage. As compared to manual handling, the use of positioning equipment can raise the productivity of each worker when the frequency of handling is high, improve product quality and limit damage to materials and equipment when the item handled is heavy or awkward to hold and damage is likely through human error or inattention, and can reduce fatigue and injuries when the environment is hazardous or inaccessible. In many cases, positioning equipment is required for and can be justified by the ergonomic requirements of a task. Examples of positioning equipment include lift/tilt/turn tables, hoists, balancers, manipulators, and industrial robots. Manipulators act as "muscle multipliers" by counterbalancing the weight of a load so that an operator lifts only a small portion (1%) of the load's weight, and they fill the gap between hoists and industrial

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robots: they can be used for a wider range of positioning tasks than hoists and are more flexible than industrial robots due to their use of manual control. They can be powered manually, electrically, or pneumatically, and a manipulator's end-effector can be equipped with mechanical grippers, vacuum grippers, electromechanical grippers, or other tooling.

Unit load formation equipment

Fig. Four-way pallet

Unit load formation equipment is used to restrict materials so that they maintain their integrity when handled a single load during transport and for storage. If materials are self-restraining (e.g., a single part or interlocking parts), then they can be formed into a unit load with no equipment. Examples of unit load formation equipment include pallets, skids, slipsheets, tote pans, bins/baskets, cartons, bags, and crates. A pallet is a platform made of wood (the most common), paper, plastic, rubber, or metal with enough clearance beneath its top surface (or face) to enable the insertion of forks for subsequent lifting purposes. A slipsheet is a thick piece of paper, corrugated fiber, or plastic upon which a load is placed and has tabs that can be grabbed by special push/pull lift truck attachments. They are used in place of a pallet to reduce weight and volume, but loading/unloading is slower.

Storage Systems

Fig. Single-deep pallet racks

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Storage equipment/ system is used for holding or buffering materials over a period of time. The design of each type of storage equipment, along with its use in warehouse design, represents a trade-off between minimizing handling costs, by making material easily accessible, and maximizing the utilization of space (or cube). If materials are stacked directly on the floor, then no storage equipment is required, but, on average, each different item in storage will have a stack only half full; to increase cube utilization, storage racks can be used to allow multiple stacks of different items to occupy the same floor space at different levels. The use of racks becomes preferable to floor storage as the number of units per item requiring storage decreases. Similarly, the depth at which units of an item are stored affects cube utilization in proportion to the number of units per item requiring storage.

Pallets can be stored using single- and double-deep racks when the number of units per item is small, while pallet-flow and push-back racks are used when the units per item are mid-range, and floor-storage or drive-in racks are used when the number of units per item is large, with drive-in providing support for pallet loads that cannot be stacked on top of each other. Individual cartons can either be picked from pallet loads or can be stored in carton-flow racks, which are designed to allow first-in, first-out (FIFO) carton access. For individual piece storage, bin shelving, storage drawers, carousels, and A-frames can be used. An automatic storage/retrieval system (AS/RS) is an integrated computer-controlled storage system that combines storage medium, transport mechanism, and controls with various levels of automation for fast and accurate random storage of products and materials.

Meaning and Definition of Plant Layout:

Plant layout is the most effective physical arrangement, either existing or in plans of industrial facilities i.e arrangement of machines, processing equipment and service departments to achieve greatest co-ordination and efficiency of 4M's (Men, Materials, Machines and Methods) in a plant.

Layout problems are fundamental to every type of organization/enterprise and are experienced in all kinds of concerns/undertakings.

The adequacy of layout affects the efficiency of subsequent operations. It is an important pre-requisite for efficient operations and also has a great deal in common with many problems. Once the site of the plant has been decided, the next important problem before the management of the enterprise is to plan suitable layout for the plant.

Definitions:

According to James Lundy, "Layout identically involves the allocation of space and the arrangement of equipment in such a manner that overall operating costs are minimized."

In the words of Mallick and Gandreau, "Plant layout is a floor plan for determining and arranging the designed machinery and equipment of a plant, whether established or contemplated, in the best place, to permit the quickest flow of material, at the lowest cost and with the minimum handling in processing the product, from the receipt of raw material to the shipment of finished product."

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According to Apple, "Plant layout is planning the path each component/part of the product is to follow through the plant, coordinating the paths of the various parts so that the manufacturing processes may be carried out in the most economical manner, then preparing drawing or other representation of the arrangement and finally seeing that the plan is properly put into effect."

Need of Plant Layout:

Many situations give rise to the problem of plant layout. Two plants having similar operations may not have identical layouts. This may be due to size of the plant, nature of the process and management's caliber.

The necessity of plant layout may be felt and the problem may arise when:

(i) There are design changes in the product.

(ii) There is an expansion of the enterprise.

(iii) There is proposed variation in the size of the departments.

(iv) Some new product is to be added to the existing line.

(v) Some new department is to be added to the enterprise and there is reallocation of the existing department.

(vi) A new plant is to be set up.

Importance of Plant Layout:

The layout of a plant is quite important in view of the above definition but the importance of a layout may greatly vary from industry to industry.

The possibility of attaining the best possible layout is directly proportional to following factors:

(i) The Weight, Volume or Mobility of the Product:

If the final product is quite heavy or difficult to handle involving costly material handling equipment or a large amount of labour, important consideration will be to move the product minimum possible e.g. boiler, turbines, locomotive industries and ship building companies etc.

(ii) Complexity of the Final Product:

If the product is made up of a very large number of components and parts i.e. large number of people may be employed for handling the movement of these parts from shop to shop or from machine to machine or one assembly point to another e.g. automobile industry.

(iii) The Length of the Process in Relation to Handling Time:

If the material handling time represents a appreciable proportion of the total time of manufacturing, any reduction in handling time of the product may result in great productivity improvement of the industrial unit e.g. Steam Turbine Industry.

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(iv) The Extent to which the Process Tends towards Mass Production:

With the use of automatic machines in industries for adopting mass production system of manufacturing the volume of production will increase. In view of high production output, larger percentage of manual labour will be engaged in transporting the output unless the layout is good.

Objectives of Good Plant Layout:

A good rather an optimum layout is one which provides maximum satisfaction to all concerned i.e. shareholders, management employees and consumers.

The objectives of a good layout are as follows:

(i) Should provide overall satisfaction to all concerned.

(ii) Material handling and internal transportation from one operation to the next is minimized and efficiently controlled.

(iii) The production bottle necks and points of congestions are to be eliminated so that input raw materials and semi-finished parts move fast from one work station to another.

(iv) Should provide high work in process turnover.

(v) Should utilize the space most effectively; may be cubical utilization.

(vi) Should provide worker's convenience, promote job satisfaction and safety for them.

(vii) Should avoid unnecessary investment of capital.

(viii) Should help in effective utilization of labour.

(ix) Should lead to increased productivity and better quality of the product with reduced capital cost.

(x) Should provide easy supervision.

(xi) Should provide space for future expansion of the plant.

(xii) Should provide proper lighting and ventilation of the areas of work stations

Factors Affecting Plant Layout:

Whatever be the type of layout being contemplated the following factors are to be considered because these factors have got significant influence on the design of the layout.

(i) Man Factor:

The man is very flexible element who can be made suitable for all sort of layouts.

Main considerations are as follows:

(i) Safety and working conditions.

(ii) Man power requirements-skill level of workers, their number required and their training programme.

(iii) Man power utilization in the plant.

(iv) Human relations.

(ii) Material Factor:

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It includes the various input materials like raw materials, semi-finished parts, and materials in process scrap, finished products, packing materials, tools and other services.

The main considerations are:

(i) Design and specifications of the product to be manufactured.

(ii) Quantity and variety of products and materials.

(iii) Physical and chemical characteristics of various inputs materials.

(iv) Component parts or material and their sequence of operations i.e. how they go together to generate the final product.

(iii) Machinery Factor:

The operating machinery is also one of the most important factors therefore all the information regarding equipment and the tools are necessary for inspection, processing and maintenance etc.

(i) The processes and methods should be standardized first.

(ii) Machinery and tools selections depend upon the type of process and method, so proper machinery and other supporting equipment should be selected on the basis of volume of production.

(iii) Equipment utilization depends on the variation in production, requirements and operating balance.

(iv) Machines should be used to their optimum levels of speed, feed and depth of cut.

(v) Machinery requirement is mostly based on the process/method.

(v) Maintenance of machines and replacement of parts is also important.

(iv) Movement Factor:

It mainly deals with the movement of men and materials. A good layout should ensure short moves and should always tend towards completion of product. It also includes interdepartmental movements and material handling equipment. This includes the flow pattern reduction of unnecessary handling, space for movement and analysis of handling methods.

(v) Waiting Factor:

Whenever material or men is stopped, waiting occurs which costs money. Waiting cost includes handling cost in waiting area, money tied up with idle material etc.

Waiting may occur at the receiving point, materials in process, between the operations etc.

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The important considerations in this case are:

(a) Location of storage or delay points.

(b) Method of storing.

(c) Space for waiting.

(d) Safeguard equipment for storing and avoiding delay.

(vi) Service Factor:

It includes the activities and facilities for personnel such as fire protection, lighting, heating and ventilation etc. Services for material such as quality control, production control, services for machinery such as repair and maintenance and utilities like power, fuel/gas and water supply etc.

(vii) Building Factor:

It includes outside and inside building features, shape of building, type of building (single or multi-storey) etc.

(viii) Flexibility Factor:

This includes consideration due to changes in material, machinery, process, man, supporting activities and installation limitations etc. It means easy changing to new arrangements or it includes flexibility and expendability of layouts.

Types of Plant Layout:

Production results from men, materials and machinery together with management. The characteristics are changed. To manufacture a product layout begins with which element or elements mentioned above move.

Keeping in view the type of industry and volume of production, the type of layout to be selected is to be decided from the following:

1. Product or Line Layout.
2. Process or Functional Layout.
3. Fixed Position Layout.
4. Combination type of Layout.

1. Product or Line Layout:

If all the processing equipment and machines are arranged according to the sequence of operations of a product, the layout is called product type of layout. In this type of layout, only one product or one type of products is produced in an operating area. This product must be standardized and produced in large quantities in order to justify the product layout. The raw material is supplied at one end of the line and goes from one operation to the next quite rapidly with a minimum work in process, storage and material handling.

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Advantages offered by Product Layout:

(i) Lowers total material handling cost.

(ii) There is less work in process.

(iii) Better utilization of men and machines.

(iv) Less floor area is occupied by material in transit and for temporary storages.

(v) Greater simplicity of production control.

(vi) Total production time is also minimized.

Limitations of Product Layout:

(i) No flexibility which is generally required is obtained in this layout.

(ii) The manufacturing cost increases with a fall in volume of production.

(iii) If one or two lines are running light, there is a considerable machine idleness.

(iv) A single machine breakdown may shut down the whole production line,

(v) Specialized and strict supervision is essential.

2. Process or Functional Layout:

The process layout is particularly useful where low volume of production is needed. If the products are not standardized, the process layout is more desirable, because it has greater process flexibility than other. In this type of layout the machines are not arranged according to the sequence of operations but are arranged according to the nature or type of the operations.

This layout is commonly suitable for non-repetitive jobs. Same type of operation facilities are grouped together such as lathes will be placed at one place all the drill machines are at another place and so on. See Fig. 3.4 for process layout. Therefore, the process carried out in any area is according to the machine available in that area.

Advantages of Process Layout:

(i) There will be less duplication of machines. Thus total investment in equipment purchase will be reduced.

(ii) It offers better and more efficient supervision through specialization at various levels.

(iii) There is a greater flexibility in equipment and man power thus load distribution is easily controlled.

(iv) Better utilization of equipment available is possible.

(v) Breakdown of equipment can be easily handled by transferring work to another machine/ work station.

(vi) There will be better control of complicated or precision processes, especially where much inspection is required.

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Limitations of Process Layout:

(i) There are long material flow lines and hence the expensive handling is required.

(ii) Total production cycle time is more owing to long distances and waiting at various points.

(iii) Since more work is in queue and waiting for further operation hence bottlenecks occur.

(iv) Generally more floor area is required.

(v) Since work does not flow through definite lines, counting and scheduling is more tedious.

(v) Specialization creates monotony and there will be difficulty for the laid workers to find job in other industries.

3. Fixed Position Layout:

This type of layout is the least important for today's manufacturing industries. In this type of layout the major component remain in a fixed location, other materials, parts, tools, machinery, manpower and other supporting equipment are brought to this location.

The major component or body of the product remains in a fixed position because it is too heavy or too big and as such it is economical and convenient to bring the necessary tools and equipment's to work place along-with the man power. This type of layout is used in the manufacture of boilers, hydraulic and steam turbines and ships etc.

Advantages Offered by Fixed Position Layout:

(i) Material movement is reduced

(ii) Capital investment is minimized

(iii) The task is usually done by gang of operators, hence continuity of operations is ensured

(iv) Production centres are independent of each other. Hence effective planning and loading can be made. Thus total production cost will be reduced and

(v) It offers greater flexibility and allows change in product design, product mix and production volume.

Limitations of Fixed Position Layout:

(i) Highly skilled man power is required.

(ii) Movement of machines equipment's to production centre may be time consuming.

(iii) Complicated fixtures may be required for positioning of jobs and tools. This may increase the cost of production.

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4. Combination Type of Layout:

Now days in pure state any one form of layouts discussed above is rarely found. Therefore generally the layouts used in industries are the compromise of the above mentioned layouts. Every layout has got certain advantages and limitations therefore; industries would not like to use any type of layout as such.

Flexibility is a very important factor, so layout should be such which can be moulded according to the requirements of industry, without much investment. If the good features of all types of layouts are connected, a compromise solution can be obtained which will be more economical and flexible.

Principles of Plant Layout:

According to Muther there are six basic principles of "best layout". These are:

(i) Principle of Overall Integration:

According to this principle the best layout is one which provides integration of production facilities like men, machinery, raw materials, supporting activities and any other such factors which result in the best compromise.

(ii) Principle of Minimum Distance:

According to this principle the movements of men and materials should be minimized.

(iii) Principle of Flow:

According to Muther, the best layout is one which arranges the work station for each operation process in same order or sequence that forms treats or assembles the materials.

(iv) Principle of Cubic Space Utilization:

According to this, the best layout utilizes cubic space i.e. space available both in vertical and horizontal directions is most economically and effectively utilized.

(v) Principle of Satisfaction and Safety:

According to this principle best layout is one which provides satisfaction and safety to all workers concerned.

(vi) Principle of Flexibility:

In automotive and other allied industries where models of products change after sometime the principle of flexibility provides adoption and rearrangement at a minimum cost and least inconvenience.

Advantages of a Good Plant Layout:

The advantages expressed by Mallick and Gandeau are as follows:

To the Worker:

(i) Reduces the effort of the worker.

(ii) Reduces the number of handlings.

(iii) Extends the process of specialization.

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(iv) Permits working at optimum conditions by eliminating congestions.

(v) Produces better working conditions by eliminating congestions.

(vi) Reduces the number of accidents.

(vii) Provides better employee service facilities/conditions.

(viii) Provides basis for higher earning for employees.

In Labour Cost:

(i) Increases the output per man-hour.

(ii) Reduces set up time involved.

(iii) Reduces the number of operations or some operations may be combined.

(iv) Reduces the number of handlers. Thus reducing labour cost.

(v) Reduces the length of hauls.

(vi) Reduces lost motions between operations.

(vii) Converts operator into a producer instead of a handler by eliminating the various unnecessary movements.

In Other Manufacturing Costs:

(i) Reduces the cost of expensive supplies.

(ii) Decreases maintenance costs.

(iii) Decreases tool replacement costs.

(iv) Effects a saving in power loads.

(v) Decreases spoilage and scrap. Thus waste is minimized

(vi) Eliminates some of the waste in raw material consumption.

(vii) Improves the quality of the product by decreasing handling.

(viii) Provides better cost control.

In the Manufacturing Cycle:

(i) Shortens the moves between work-stations.

(ii) Reduces the manufacturing cycle in each department.

(iii) Reduces the length of the travel by the product for completion.

(iv) Reduces the overall time of manufacturing the product.

In Production Control:

(i) Facilitates receipts, shipments and delivery of inputs and finished goods.

(ii) Provides adequate and convenient storage facilities.

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(iii) Permits the maximum possible output with same input.

(iv) Paces production & determines production flow.

(v) Makes production time predictable.

(vi) Makes scheduling and dispatching automatic.

(vii) Sets up production centre & permits straight line layout by products for mass production.

(viii) Permits layout by process for job order manufacturing.

(ix) Moves work in process by most direct lines.

(x) Reduces the number of lost or mishandled parts leading to waste minimization.

(xi) Reduces the paper work for production control & reduces the number of stock chasers. Thus reduces production control expenses.

In Supervision:

(i) Tends to ease the burden of supervision.

(ii) Determines the supervisory control.

(iii) Reduces the cost of supervision process.

(iv) Reduces cost of piece counts.

(v) Decreases the amount of inspection involved.

In Capital Investment:

(i) Holds permanent investment at its minimum level.

(ii) Keeps the plant from becoming obsolete before it is worn out.

(iii) Reduces the investment in machinery and equipment by

  (a) Increasing the production per machine.

  (b) Utilizing idle machine time.

  (c) Reducing the number of operations per machine.

(iv) Maintains a proper balance of departments.

(v) Eliminates wasted space.

(vi) Reduces the capital investment by proper space utilization of material handling equipment required.

(vii) Reduces the inventory level of work in process and of finished product.

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QUESTIONS

Q.1 Discuss the importance of Plant Location.

Q.2 What are the factors affecting Plant Location?

Q.3 Explain different types of Plant Layout.

Q.4 Discuss factors affecting Plant Layout.

Q.5 Write short note on Storage Systems.

Q.6 Discuss factors affecting Plant Location of the following Industries:

a) Chemical Industry

b) IT Industry

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CHAPTER NO: V
VALUE ANALYSIS AND VALUE ENGINEERING

- **CHAPTER OBJECTIVES:**

1. To understand the concept of Value Analysis.
2. To know the necessity of Value Engineering.
3. To understand concept of Business Process Reengineering.

OVERVIEW OF THE CHAPTER:

This chapter is about understanding the concept of Value Analysis. Value Engineering concept is also discussed in this chapter. After careful study of this chapter students will come to know the importance of Value Analysis, Value Engineering and Business Process Reengineering

KEY WORDS:

Value Analysis, Value Engineering, Business Process Reengineering.

INTRODUCTION:

Meaning of Value Analysis:

Value analysis is one of the newer scientific aids to managerial decision-making. It comprises a group of techniques aimed at the systematic identification of unnecessary costs in a product or service and efficiently eliminating them without impairing its quality and efficiency.It can also be defined as a systematic analysis and evaluation of techniques and functions in the various areas of a concern with a view to exploring channels of performance improvement so that the value attached to a particular product or service may be improved. It endeavors to achieve the maximum possible value for a given cost by a continuous process of planned action and aims at cost reduction from the point of view of value. Although initially the group of techniques, aimed at the systematic identification of unnecessary costs and exploring channels of performance improvement, was used mostly in the engineering field which gave it the name of value engineering, it is now used in the various areas of a concern such as marketing, purchasing, financing etc.Keeping in view the wide applicability of this technique, value analysis is now used instead of value engineering. Value analysis involves a creative approach for finding out unnecessary costs. Such costs are those costs which though incurred on a product or service, are unnecessary and do not improve its quality or efficiency, give it a better appearance, prolong its life, nor provide any additional satisfaction to the customer.

By eliminating these costs; the cost of the product or service can be reduced, and the sales and the resulting profit proportionately increased. Value analysis is an effective tool for cost reduction. Cost reduction may be achieved by economizing expenditure and increasing productivity whereas value analysis

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probes into the economic attributes of value. In value analysis it is possible to improve performance, increase the value of a product and thus reduce costs by a continuous process of planned action. Value analysis lays emphasis on searching out new ideas while cost reduction is usually confined to already known facts. Hence, value analysis is not a substitution for cost reduction methods but it is a completely different procedure for accomplishment of greater results leading to the elimination of unnecessary costs and value improvement of a product or service. Value analysis is sometimes taken as value engineering. There is no doubt that value engineering is an important aspect of value analysis and is concerned with production technology, product designing, fabrication and quality control.

Broadly speaking value engineering is mainly concerned with production while value analysis goes up to the marketing stage for the systematic identification of unnecessary costs and efficiently eliminating them. The scope of value analysis thus is broad and extends to all operations of an organisation where cost is incurred.

Types of Value Analysis:

The term, value is used in a broader sense and it has different meanings for different persons. For example, for a designer, value means quality of the product designed and efficiency of the product produced; for a salesman, it would be the price of the product at which it can be sold in the market; and for the management, value would be the return on capital employed.

An industrial product may have the following types of value:

a. Use Value:

There are certain characteristics of a product which make it useful for certain purposes. For example, a book of Cost Accountancy if written for ICWA—Inter students, has a use value provided it serves the purpose of such category of students. It measures the quality of performance of a product. Use value may be primary use value, secondary use value and auxiliary use value.

Primary use value indicates the attributes of a product which are essential for its performance as engine, steering wheel and axle in a motor car without which car cannot run. Secondary use value refers to such devices as bonnet or the mudguard or the windscreen without which motor car can be driven but these are necessary for the protection of engine and other parts.Auxiliary use value is essential for better control and operation as speed meter, electric horn etc in motor car.

b. Esteem Value:

Certain properties of a product do not increase its utility or performance but they make it esteemable which would induce customers to purchase the product. For example, a watch with gold cover has esteem value. A rich customer may prefer a watch with gold cover although a watch with a steel cover may serve the same purpose of keeping time.

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Some products may have both use as well as esteem value and yet both may be important. For example, a fountain pen with a gold plated body will have both use and esteem value as it will not only look better but will also last longer.

c. Cost Value:

This value is measured in terms of cost involved. In case of a manufacturing concern it refers to the cost of production of the product produced and if some part of the product is purchased from outside, it means cost of purchase of that part.

d. Exchange Value:

Certain characteristics of a product facilitate its exchange for something else and what we get is the exchange value of that product. It is equivalent to its sale value. All these values play an important part in our personal lives, but in value analysis, we are mainly concerned with use value and to some extent to the esteem value.

All other valued should be subordinated to use value in varying degrees. Value of a product manufactured for sale is the least amount spent in manufacturing it to create appropriate use and esteem values. Thus, value analysis seeks to provide the different values required in a product or service at the least cost without impairing its quality, efficiency and attractiveness.

Steps involved in the application of Value Analysis

1. Orientation/preparation

Identify what is to be analysed. This will typically be one of:

- A manufactured item. This can be anything from a screw to an engine, although a more complex item is likely to result in a more complex and time-consuming analysis.
- A process or service. Again, all levels can be analysed, from a hand assembly process to a complete customer service organisation.

2. Information

- This may include external customers, such as 'auto suppliers' and internal customers, such as 'finance manager'.
- Note that external customers are usually more important than internal customers, and that seniority does not necessarily equate with priority. A customer's preference for a product feature should be more important than the opinion of a senior designer.

3. Analysis

- In this phase the functions of the product are analyzed by Functional Analysis, which is aimed at identifying functions given by a product or part of it.

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- Functions have an importance (weight) and a cost. These costs are quantified and this leads to a list of functions ordered by their importance and value.
- This means that there is an analysis of how each function satisfies customer needs, and then, an analysis of what the cost of those functions is.
- This phase of Value Analysis may be considered as the key one of the whole methodology as it represents the translation of needs to functions.

4. Innovation/creativity

- For this phase it is necessary to use creative techniques that generate alternatives. Starting from the analysis of functions and costs, there is a search for means that allow elimination, change or improvement of components and functions.
- It is important to look for different ways of satisfying the basic functions, even if it means rejecting the current approach and starting again with a clean drawing board. This requires the product or process to be 'mentally destroyed' and then rebuild a new one.

5. Evaluation

- It represents a confrontation of ideas, a collection of information about the feasibility and cost of those ideas, and measures the value of the best alternatives.
- This analysis or evaluation uses the same techniques of value measurement that have been used in previous steps. At this point an examination is done about the grade of functional accomplishment and the economic analysis of those alternatives that offer the higher value. Some of the techniques are well-known such as Cash-flow analysis and break-even point.
- The team involved in Value Analysis needs an objective analysis of the ideas generated through the innovation phase. The evaluation phase is carried out in two main steps:
- A qualitative analysis of value regarding objectives in design, cost, implementation facilities, etc.
- A quantitative analysis using numerical techniques of value measurement that leads to a few alternatives of high value that will be analysed in depth.
- This process usually involves determining the cost and selects those ideas that can be practically implemented. This may include work to develop and refine promising ideas into practical and optimum solutions.

6. Implementation and monitoring

- In this phase it is necessary to prepare a report that summarizes the work that has been done, including conclusions and specific proposals.
- It will be also necessary to describe actions plans for implementation, in which project management techniques would be useful.

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- Finally a plan should be included for monitoring of the actions. This should be based in the accomplishment of objectives.
- The application of Value Analysis only needs to make use of Basic Techniques such as matrixes, pare to chart, pert and Gantt diagrams, etc., in most of the Value Analysis steps.

Value Engineering

Value engineering is a systematic method to improve the value of goods or products and services by using an examination of function. Value, as defined, is the ratio of function to cost. Value can therefore be manipulated by either improving the function or reducing the cost. It is a primary tenet of value engineering that basic functions be preserved and not be reduced as a consequence of pursuing value improvements. The term "value management" is sometimes used as a synonym of "value engineering", and both promote the planning and delivery of projects with improved performance.

Value engineering is a systematic examination of factors affecting the cost of a product or a service in order to devise means of achieving the specified purpose at the required standard of quality and reliability of the target cost. The main aim of value engineering is to achieve a product's target cost, by

1. Identifying improved product designs that reduce the product's cost without sacrificing its functionality.
2. Eliminating unnecessary functions that increase the cost of product

Process of Value Engineering

1. Functional Analysis
2. Standardization of Components and Parts
3. Alternatives of Functions
4. Value-cost Analysis
5. Re-engineering Areas of Value Engineering
6. Improvements in product designs
7. Changes in materials' specifications
8. Modification in process methods
9. Decision to make or buy a component

Value = Function/Cost

Function is what the product or service is supposed to do.

The reasoning behind value engineering is as follows: if marketers expect a product to become practically or stylistically obsolete within a specific length of time, they can design it to only last for that specific lifetime. The products could be built with higher-grade components, but with value engineering they are not because this would impose an unnecessary cost on the manufacturer, and to a

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limited extent also an increased cost on the purchaser. Value engineering will reduce these costs. A company will typically use the least expensive components that satisfy the product's lifetime projections.

Business process re-engineering (BPR): Need

Business process re-engineering is a business management strategy, originally pioneered in the early 1990s, focusing on the analysis and design of workflows and business processes within an organization. BPR aimed to help organizations fundamentally rethink how they do their work in order to improve customer service, cut operational costs, and become world-class competitors.

BPR seeks to help companies radically restructure their organizations by focusing on the ground-up design of their business processes. According to early BPR proponent Thomas H. Davenport (1990), a business process is a set of logically related tasks performed to achieve a defined business outcome. Re-engineering emphasized a holistic focus on business objectives and how processes related to them, encouraging full-scale recreation of processes rather than iterative optimization of sub-processes.

Business process reengineering is also known as business process redesign, business transformation, or business process change management.

Business process reengineering is the practice of rethinking and redesigning the way work is done to better support an organization's mission and reduce costs. Organizations reengineer two key areas of their businesses. First, they use modern technology to enhance data dissemination and decision-making processes. Then, they alter functional organizations to form functional teams. Reengineering starts with a high-level assessment of the organization's mission, strategic goals, and customer needs. Basic questions are asked, such as "Does our mission need to be redefined? Are our strategic goals aligned with our mission? Who are our customers?" An organization may find that it is operating on questionable assumptions, particularly in terms of the wants and needs of its customers. Only after the organization rethinks what it should be doing, it does go on to decide how best to do it.

Within the framework of this basic assessment of mission and goals, re-engineering focuses on the organization's business processes, the steps and procedures that govern how resources are used to create products and services that meet the needs of particular customers or markets. As a structured ordering of work steps across time and place, a business process can be decomposed into specific activities, measured, modeled, and improved. It can also be completely redesigned or eliminated altogether. Re-engineering identifies, analyzes, and re-designs an organization's core business processes with the aim of achieving improvements in critical performance measures, such as cost, quality, service, and speed.

Re-engineering recognizes that an organization's business processes are usually fragmented into sub-processes and tasks that are carried out by several specialized functional areas within the organization. Often, no one is responsible

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for the overall performance of the entire process. Reengineering maintains that optimizing the performance of sub-processes can result in some benefits, but cannot yield improvements if the process itself is fundamentally inefficient and outmoded. For that reason, re-engineering focuses on re-designing the process as a whole in order to achieve the greatest possible benefits to the organization and their customers. This drive for realizing improvements by fundamentally re-thinking how the organization's work should be done distinguishes the re-engineering from process improvement efforts that focus on functional or incremental improvement.

Steps in Business Process Re-engineering:

1. **Define Objectives and Framework:** First of all, the objective of re-engineering must be defined in the quantitative and qualitative terms. The objectives are the end results that the management desires after the reengineering. Once the objectives are defined, the need for change should be well communicated to the employees because, the success of BPR depends on the readiness of the employees to accept the change.

2. **Identify Customer Needs:** While, redesigning the business process the needs of the customers must be taken into prior consideration. The process shall be redesigned in such a way that it clearly provides the added value to the customer. One must take the following parameters into the consideration:
   - Type of Customer and customer groups.
   - Customer's expected utilities in product and services
   - Customer requirements, buying habits and consuming tendencies.
   - Customer problems and expectations about the product or service.

3. **Study the Existing Process:** Before deciding on the changes to be made in the existing business process, one must analyze it carefully. The existing process provides a base for the new process and hence "what" and "why" of the new process can be well designed by studying the right and wrongs of the existing business plan.

4. **Formulate a Redesign Business Plan:** Once the existing business process is studied thoroughly, the required changes are written down on a piece of paper and is converted into an ideal re-design process. Here, all the changes are chalked down, and the best among all the alternatives is selected.

5. **Implement the Redesign:** Finally, the changes are implemented into the redesign plan to achieve the dramatic improvements. It is the responsibility of both the management and the designer to operationalise the new process and gain the support of all.

Business Process Re-engineering Methods:

Following are some of the tools and techniques for the successful application of reengineering.

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a) **Process Visualization:**

For a process to be reengineered the end state is to be visualized in prior to the defining and establishment of the systems needed to implement the new innovation. The development of the vision of a process is the key to the successful reengineering.

b) **Process mapping/operational method study:**

Operational method study is one of suitable tool to reengineering.It involves the systematic investigation of the present way of doing a particular job with an aim of doing the same job in a better way at reduced cost and/or time.

c) **Change Management:** It refers the management of organizational Change and is an important tool for successful reengineering. This refers the human side of reengineering. Generally there will be resistance from employees to change as if it affects their level of performance. So change management is to be effectively used to overcome the resistance that arises because of reengineering.

d) **Benchmarking:** Benchmarking is an essential and integral part of reengineering. It allows the visualization of the best processes that are in use in other organizations.

e) **Process and customer focus:** Sometimes the primary objective of reengineering is solely to redesign the processes to improve the customer satisfaction. This provides a lead to improve the process to improve the quality and/or minimize the costs.

Advantages of Business Process Re-engineering:

The following are advantages of Business Process Re-engineering:

(i) By reengineering, an organisation can achieve radical changes in performance (as measured by cost, cycle time, service and quality).

(ii) It boosts competitiveness in the operations network through simpler, leaner and more productive processes.

(iii) Business Process Reengineering encourages organisations to abandon conventional approaches to problem solving and to "think big" (revolutionary thinking).

(iv) The slow, cautious process of incremental improvements leaves many organisations unprepared to compete in today's rapidly changing market place. Reengineering helps organisations make noticeable changes in the pace and quality of their response to customer needs (i.e. break-through improvements).

(v) Through reengineering, an organisation can be transformed from a rule driven and job centred organisation structure to a marketing organisation structure that focusses directly on the customer.

(vi) Business Process Reengineering often results in radically new

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organisational designs that can help companies respond better to competitive pressures, increase market share and profitability and improve cycle times, cost ratios and quality (organisational renewal).

(vii) The major accomplishment of the reengineering effort is the change that occurs in the corporate culture and the basic principles by which departments operate. Workers at all levels are encouraged to make suggestions for improvement and to believe that management will listen to what they have to say. Reengineering will eventually help the culture in the organisation to evolve from an insular one to one that accepts change and knows how to deal with it.

(viii) Business Process Reengineering has helped create more challenging and more rewarding jobs with broader responsibilities for employees (job redesign).

QUESTIONS

Q.1 what is Value Analysis?

Q.2 Differentiate between Value Analysis and Value Engineering.

Q.3 Explain Value Engineering concept with suitable examples.

Q.4 Discuss Business Process Reengineering concept.

Q.5 Discuss steps in Value Analysis.

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CHAPTER NO: VI
INDUSTRIAL PSYCHOLOGY

- **CHAPTER OBJECTIVES:**

1. To know the Industrial Psychology Concept.
2. To understand Moral, Motivation concepts.
3. To know the causes of Industrial fatigue.
4. To understand Industrial Legislation concept.

- **OVERVIEW OF THE CHAPTER:**

This chapter throws light on Industrial Psychology Concept. Various concepts such as Moral, Motivation are explained in this chapter. An overview of Industrial fatigue and Industrial Legislation are also discussed in this chapter.

KEY WORDS:

Industrial Psychology, Moral, Motivation, Industrial fatigue, Industrial Legislation.

Introduction:

Industrial psychology definition

Industrial psychology refers to the applied organizational psychology used to study, analyze and understand human behavior in the workplace, mainly how business works and how employees function. Industrial psychology uses a range of scientific methods, including quantitative and qualitative research. Most often it's applied when the company is going through a transition phase.

Industrial psychology: Concept

A common focus of industrial psychology is leadership. There are three main strands:

1. Leader-focused: approach based on a belief that effective leaders have certain qualities others lack.
2. Follower-focused: approach based on belief leaders need to know how to motivate and enthuse employees.
3. Contingency-focused: approach based on a belief that effective leaders are more able to assess a situation and adapt their behavior accordingly

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Industrial psychologists are generally involved in research, and employ a variety of methods like surveys, case studies, interviews, experiments, observations and quasi experiments for organizational improvements.

Some of the importance of studying industrial psychology are as follows:

1. Understanding Human Relations
2. Human Engineering
3. Recruitment, Selection and Placement
4. Development and Training of Personnel
5. Accident Prevention
6. Promotional Schemes and Wage and Salary Administration
7. Motivation, Attitude and Morale.

As Industrial Psychology is mainly concerned with studying different aspects of human behavior in the work environment, it has tremendous scope. The entire process of industrial management, dealing with people at work, the problems linked with industry and personnel management are all included in Industrial Psychology.

Industrial Psychology Objectives and Scope:

1. Understanding Human Relations:

By understanding the relations and group behavior existing between the individuals working in industrial organizations, it is possible to develop concepts and techniques of supervision, effective leadership, motivation etc. This knowledge can be applied in industrial management to increase efficiency of management.

2. Human Engineering:

Industrial Psychology is very important for understanding the work environment and human performance Human engineering or Engineering psychology or Human factor engineering is not possible without studying industrial psychology. This is because human engineering in the study of man in his work environment, his work methods, the machine design, i.e., design of the equipment and tools used by him and the effect of work environmental conditions on his efficiency. Improving the work environment as advised by industrial psychologists leads to improvement in productivity and job satisfaction.

3. Recruitment, Selection and Placement:

Industrial psychology facilitates the appropriate matching of the requirements of a job, with the abilities of a prospective employee. This considerably reduces the cost of hiring, supervision and ultimately, production. By using psychological tests, candidates can be properly screened before recruitment. Accurate job analysis and standardized application forms also aid in recruiting the right personnel for a job.

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The guidelines for the interviewer i.e., the knowledge of psychological principles to select right candidates by studying the information supplied by prospective employees in standardized application forms and the structured interviews, the body language and behavior, all help in proper selection and placement thereby reducing the problem of inefficiency and indiscipline in the industrial organization.

4. Development and Training of Personnel:

Industrial psychology provides knowledge of individual behaviour and individual differences. This knowledge can be measured for use in training of personnel to bring them up to a certain expected level of efficiency.

The techniques and principle of industrial psychology can be applied to train both workers as well as supervisors so that problems of supervision do not affect productive efficiency. Delegation, communication, motivation and leadership training imparted to managers increases their capabilities.

5. Accident Prevention:

It has been observed from various surveys that majority of the industrial accidents are preventable. Personal factors such as fatigue, monotony and boredom play an important role in accident prevention. Time and Motion studies conducted by F.W. Taylor are immensely helpful if used in safety programmes for accident prevention.

Fatigue studies also help in the analysis of factors leading to fatigue. If causes of fatigue are known then solutions are also possible and thereby accidents caused due to fatigue also become preventable. Thus Industrial psychology cannot only help in identifying accident prove people but can also help in finding solutions to prevent accidents in industrial organizations.

6. Promotional Schemes and Wage and Salary Administration:

Based on the abilities performance and seniority of personnel, the management decides to promote, demote, transfer or discharge personnel employed in their organizations. Industrial psychology technique of Performance Appraisal brings out those abilities of personnel that aid the management in promotional schemes. It is no longer considered right in considering seniority as the guiding principle for promotion of personnel.

Job evaluation and Merit Rating techniques of Industrial Psychology are the scientific techniques for evaluating the worth of a job and the individual respectively. Based on these, the salary and wage-rates are fixed in the industry.

7. Motivation, Attitude and Morale:

Industrial psychology recognizes that needs or motives drive an individual to behave in a particular manner i.e., they are the causes of differences in human behavior. Industrial psychology plays an important role in determining the financial and non-financial incentives that can be used by industrial managements for motivating the personnel into working willingly and to his best ability in order to increase productivity.

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Industrial psychological studies establish the relation between the attitudes of the employees and their performance. From these studies, the factors enhancing morale of personnel can be identified and incorporated into the working environment of employees' in order to increase their morale and job- satisfaction. It is clear that industrial psychology is very important for the purpose of improving management styles to yield maximum benefits

Morale

Morale, also known as esprit de corps is the capacity of a group's members to maintain belief in an institution or goal, particularly in the face of opposition or hardship. Morale is often referenced by authority figures as a generic value judgment of the willpower, obedience, and self-discipline of a group tasked with performing duties assigned by a superior. According to Alexander H. Leighton, "morale is the capacity of a group of people to pull together persistently and consistently in pursuit of a common purpose".

It has been defined in many ways but all definitions revolve around the attitude towards work for the accomplishment of organizational goals. Thus morale is intimately connected with organization. If the morale of employees/ workers is high, not only the production/ output is increased and maintained but the workers feel satisfied and contented. In this way the management shall find it easy to motivate the workers and make them feel as part and parcel of the organization. Morale also generates confidence in workers and keep their spirit very high and competitive.

William Spriegal has defined morale as the co-operative attitude or mental health of a number of people who are related to each other on some basis.

In nut shell morale is the degree of enthusiasm and willingness with which the members of a group work to perform their assignments. Thus morale is an indicator of attitudes of workers towards their jobs, superiors and environment.

It is the sum total of employees attitudes, feelings and sentiments towards these variables. Morale is a bye-product of motivation and group relationships in the organization. It is a mental process which once started permeates in the entire group creating a mood which results in the formation of common attitude.

Nature of Morale:

Generally, the term 'morale' is used to explain an overall 'climate' prevailing among the members of a group. It is not an absolute concept which can convey a specific meaning, the work 'morale' by itself does not convey favorable or unfavorable meaning. It has to be qualified with the degree, as high morale or low morale in this way it is relative concept and we can refer to the levels of morale. Thus morale is the level of enthusiasm and willingness with which the members contribute their efforts towards the organization objectives. If the enthusiasm and willingness to work of a group is high, we will say morale is high and vice versa. We cannot say that there is morale or no morale among the members of a organization. Therefore, morale has to be qualified like the word

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health. Just as good health is essential for an individual, high morale is essential for an organization. Morale is dynamic in nature. Managers cannot establish high morale once and then forget about it for several years. High morale is to be created and maintained by continuous efforts.

Morale shows the attitudes of the workers. High morale represents an attitude of satisfaction with desire to continue in and willingness to strive for the objectives of the group. It is manifestation of direct and indirect satisfaction, sense of contentment and need fulfillment through work. Morale is an individual and group phenomenon. In the later case, high morale is reflected in good group work and team spirit. Under conditions of high morale workers have few grievances, frustrations and complaints as they are clear about the objectives- individual and organizational, and their relationship with others in the organization.

Significance of Morale:

High morale exists when employee attitudes are favaourable towards their work, their company and their fellow workers- favourable to the total situation of the group and to the attainment of its goals. Low morale exists when attitudes inhibit the willingness and ability of organization to attain company objectives. Thus morale .of employees should be high to achieve the organizational goals efficiently and effectively. A high morale curtails labour turnover, wastes and disharmony.

Employees with high morale like their jobs and co-operate fully with the management towards the achievement of objectives of the organization. It results from job satisfaction and creates job enthusiasm. High morale is indeed a manifestation of the employee's strength, dependability, pride confidence and devotion. All these qualities of mind and character taken together build high morale among the employees.

Morale of employees must be kept high to attain the following effects:

(i) Willing cooperation towards goals of the organization.

(ii) Loyalty to the organization and its leadership.

(iii) Good discipline or voluntary conformance to rules and regulations.

(iv) High degree of employee's interest in his work and organization.

(v) Pride in the organization.

(vi) Reduction of rates of absenteeism and labour turnover.

Low morale represents the presence of mental unrest. The mental unrest not only restricts production but also leads to ill health of the employees. Low morale exists when doubt and suspicion are common and when employees are depressed and discouraged i.e. there is a lot of mental tension.

Such a situation will have the following results:

(i) High rates of absenteeism and labour turnover.

(ii) Much complaints and grievances.

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(iii) Frustration among the employees.

(iv) Friction among the employees.

(v) Feeling of opposition towards leadership to the organization.

(vi) Lack of discipline.

The effects of low morale may be very fatal to the organization as industrial relations will tend to deteriorate. Whatever may be the reason of low morale, organization suffers ultimately because quantity and quality of production both suffer. Thus, in order to avoid these evil consequences, every manager should work to create and maintain the high morale of the people working under him.

For this, he should have constant knowledge of the thinking and attitudes of the employees towards their work and the organization and should carefully note the changes in their behaviour and judge the factors responsible for change in the attitude of employees. It should be noted that high morale cannot be purchased, it has to be built.

"It can be created only by introducing into the work situation certain conditions which are favourable to its development. High morale is not the cause of good human relations. High morale is the result of good human relations; it is the result of good motivation, respect and dignity of the individual, relation of the individual difference, good leadership, effective communication, participation, counseling and many other human relation practices".

Motivation

The term motivation is derived from the word 'motive". The word 'motive' as a noun means an objective, as a verb this word means moving into action. Therefore, motives are forces which induce people to act in a way, so as to ensure the fulfillment of a particular human need at a time. Behind every human action there is a motive. Therefore, management must provide motives to people to make them work for the organization.

Motivation may be defined as a planned managerial process, which stimulates people to work to the best of their capabilities, by providing them with motives, which are based on their unfulfilled needs.

"Motivation means a process of stimulating people to action to accomplish desired goods." —William G. Scott

"Motivation is the process of attempting to influence others to do your will through the possibility of gain or reward." — Flippo

Motivation is, in fact, pressing the right button to get the desired human behaviour.

Motivation is no doubt an essential ingredient of any Organisation. It is the psychological technique which really executes the plans and policies through the efforts of others.

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Outstanding Features of the concept of motivation:

1. **Motivation is a personal and internal feeling:**

   Motivation is a psychological phenomenon which generates within an individual.

2. **Motivation is need based:**

   If there are no needs of an individual, the process of motivation fails. It is a behavioural concept that directs human behaviour towards certain goals.

3. **Motivation is a continuous process:**

   Because human wants are unlimited, therefore motivation is an ongoing process.

4. **Motivation may be positive or negative:**

   A positive motivation promotes incentives to people while a negative motivation threatens the enforcement of disincentives.

5. **Motivation is a planned process:**

   People differ in their approach, to respond to the process of motivation; as no two individuals could be motivated in an exactly similar manner. Accordingly, motivation is a psychological concept and a complex process.

Significance/Importance of Motivation:

Motivation is an integral part of the process of direction.

While directing his subordinate, a manager must create and sustain in them the desire to work for the specified objectives:

1. **High Efficiency:**

   A good motivational system releases the immense untapped reservoirs of physical and mental capabilities. A number of studies have shown that motivation plays a crucial role in determining the level of performance. "Poorly motivated people can nullify the soundest organisation." said Allen.

   By satisfying human needs motivation helps in increasing productivity. Better utilisation of resources lowers cost of operations. Motivation is always goal directed. Therefore, higher the level of motivation, greater is the degree of goal accomplishment.

2. **Better Image:**

   A firm that provides opportunities for financial and personal advancement has a better image in the employment market. People prefer to work for an enterprise because of opportunity for development, and sympathetic outlook. This helps in attracting qualified personnel and simplifies the staffing function.

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3. Facilitates Change:

Effective motivation helps to overcome resistance to change and negative attitude on the part of employees like restriction of output. Satisfied workers take interest in new organisational goals and are more receptive to changes that management wants to introduce in order to improve efficiency of operations.

4. Human Relations:

Effective motivation creates job satisfaction which results in cordial relations between employer and employees. Industrial disputes, labour absenteeism and turnover are reduced with consequent benefits. Motivation helps to solve the central problem of management, i.e., effective use of human resources. Without motivation the workers may not put their best efforts and may seek satisfaction of their needs outside the organisation.

The success of any organisation depends upon the optimum utilisation of resources. The utilisation of physical resources depends upon the ability to work and the willingness to work of the employees. In practice, ability is not the problem but necessary will to work is lacking. Motivation is the main tool for building such a will.

WORKING CLIMATE ANALYSIS

The concept of Working Climate was formally introduced by the human relationists in the late 1940s. Now it has become a very useful metaphor for thinking about and describing the social system. Workingclimate is also referred to as the "situational determinants" or "Environmental determinants" which affect the human behaviour. Some persons have used organisational culture and organizational/Working climate interchangeably. But there are some basic differences between these two terms. According to Bowditch and Buono, "Organisational culture is connected with the nature of beliefs and expectations about organisational life, while climate is an indicator of whether these beliefs and expectations are being fulfilled." Climate of an organisation is somewhat like the personality of a person. Just as every individual has a personality that makes him unique and different from other persons. Each organisation has an organisational climate that clearly distinguishes it from other organisations.

Basically, the Working Climate reflects a person's perception of the organisation to which he belongs. It is a set of unique characteristics and features that are perceived by the employees about their organisations which serves as a major force in influencing their behaviour. Thus, Working Climate in a broad sense, can be understood as the social setting of the organisation. Working Climate is a relatively enduring quality of the internal environment that is experienced by its members, influences their behaviour and can be described in terms of the value of a particular set of characteristics of the organisation. It may be possible to have as many climates as there are people in the organisation when considered collectively, the actions of the individuals become more meaningful for viewing

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the total impact upon the climate and determining the stability of the work environment. The climate should be viewed from a total system perspective. While there may be differences in climates within departments these will be integrated to a certain extent to denote overall Working Climate.

Characteristics of Working Climate:

The nature of Working Climate will be clear from the following characteristics:

1. **General Perception:**

   Organisational climate is a general expression of what the organisation is. It is the summary perception which people have about the organisation. It conveys the impressions people have of the organisational internal environment within which they work.

2. **Abstract and Intangible Concept:**

   Organisational climate is a qualitative concept. It is very difficult to explain the components of organisational climate in quantitative or measurable units.

3. **Unique and District Identity:**

   Organisational climate gives a distinct identity to the organisation. It explains how one organisation is different from other organisations.

4. **Enduring Quality:**

   Organisational climate built up over a period of time. It represents a relatively enduring quality of the internal environment that is experienced by the organisational members.

5. **Multi-Dimensional Concept:**

   Organisational climate is a multi- dimensional concept. The various dimensions of the organisational climate are individual autonomy, authority structure, leadership style, pattern of communication, degree of conflicts and cooperation etc.

Factors Influencing Organisational Climate:

Organisational climate is a manifestation of the attitudes of organisational members towards the organisation. Researchers have used the data relating to individual perception of organisational properties in identifying organisational climate. Even in this context, there is a great amount of diversity.

Litwin and Stringer have included six factors which affect organisational climate. These factors are:

(i) Organisational Structure: Perceptions of the extent of organisational constraints, rules, regulations, red tape,

(ii) Individual Responsibility: Feeling of autonomy of being one's own boss,

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(iii) Rewards: Feelings related to being confident of adequate and appropriate rewards,

(iv) Risk and Risk Taking: Perceptions of the degree of challenge and risk in the work situation,

(v) Warmth and Support: Feeling of general good fellowship and helpfulness prevailing in the work setting.

(vi) Tolerance and Conflict: Degree of confidence that the climate can tolerate, differing opinions.

Schneider AND Barlett give a broader and systematic study of climate dimensions.

They include the following factors:

(i) Management Support,

(ii) Management Structure.

(iii) Concern for new employees

(iv) Inter-agency conflict,

(v) Agent dependence and

(vi) General Satisfaction

Taguiri has identified five factors influencing the organizational climate on the basis of information provided by managers.

These are:

(i) Practices relating to providing a sense of direction or purpose to their jobs-setting of objectives, planning and feedback,

(ii) Opportunities for exercising individual initiative,

(iii) Working with a superior who is highly competitive and competent.

(iv) Working with cooperative and pleasant people,

Lawrence James and Allan Jones have classified the following factors that influence organisational climate:

(i) Organisational Context: Mission, goals and objectives, function etc.

(ii) Organisational Structure: Size, degree of centralisation and operating procedures.

(iii) Leadership Process: Leadership styles, communication, decision making and related processes.

(iv) Physical Environment: Employee safety, environmental stresses and physical space characteristics.

(v) Organisational Values and Norms: Conformity, loyalty, impersonality and reciprocity.

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Impact of Organisational Climate:

Organisational climate influences to a great extent the performance of the employees because it has a major impact on motivation and job satisfaction of individual employees. Organisational climate determines the work environment in which the employee feels satisfied or dissatisfied. Since satisfaction determines or influences the efficiency of the employees, we can say that organisational climate is directly related to the efficiency and performance of the employees.

The organisational climate can affect the human behaviour in the organisation through an impact on their performance, satisfaction and attitudes. There are four mechanisms by which climate affects the behaviour of the employees.

1. **Constraint System:**

   Organisational climate can operate as a constraint system in both the positive and negative sense. This can be done by providing information to the employees about what kind of behaviour will be rewarded, punished or ignored. Thus, behaviour can be influenced by varying degrees of rewards and punishments. Such a constraint system would influence the behaviour of those people who are most interested in those specific values which are assigned to different behavioural outcomes.

2. **Evaluation of Self and Others:**

   Organisational variables may affect behaviour through evaluation of self and others. In this evaluation process both the physiological and psychological variables will be associated. Such evaluation will affect the human behaviour.

3. **By Acting as Stimuli:**

   Organisational factors can influence human behaviour by acting as stimuli. As stimuli they influence individual's arousal level, which is a motivational variable directing human behaviour. The level of arousal will directly affect the level of activation and hence performance.

4. **By Helping the Individual to Form a Perception:**

   Organisational factors influence the behaviour by helping the individual in forming a perception of the organisation. The perception then influences behaviour. Thus, good organisational climate is instrumental to higher employee satisfaction, better human relations and higher productivity.

Developing a Sound Organisational Climate:

To develop a sound organisational climate is a long term proposition. Organisational climate depends upon the organisational behaviour system. The organisational climate should represent the goals and philosophies of those who join together to create the organisation. The type of climate that an organisation seeks is contingent upon the type of people it has, the type of technology, level of education and expect actions of people in it.

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The following techniques are generally helpful in improving the climate of the organisation:

1. **Effective Communication System:**

   There should be a two way communication in the organisation so that the employees know what is going on and react to it. The manager can modify his decision on the basis of feedback received.

2. **Concern for People:**

   The management should be interested in the human resource development. It should work for the welfare of employees and an improvement in their working conditions. For developing a sound organisational climate, the management should have show concern for the people.

3. **Participative Decision Making:**

   The management should involve the employees in decision making process, particularly those decisions which are related to goal setting and affect them. Participative decision making will make the employees committed to the organisation and more co¬operative also.

4. **Change in Policies, Procedures and Rules:**

   The organisational climate can also be changed by making changes in the policies, procedures and rules. It is a time consuming process but the changes will also be long lasting if the workers see the changes in policies, procedures and rules as favourable to them.

5. **Technological Changes:**

   Generally, the workers and employees resist any innovative changes. But where technological changes improve the working conditions of the employees, the change will be easily accepted. Better climate will be there if the management adopts innovative changes in consultation with the employees.

Factors affecting Industrial Fatigue

Fatigue is a complex phenomenon that is difficult to define precisely. In a broad sense the term implies a diminished capacity for work which results not only from prolonged activity but also from a wide group of socio economic, psychological, and environmental factors affecting the mind and body of the worker which reflect on his capacity for work.

The loss of functional power is often, though not always, ac companied by a characteristic feeling of tiredness or weariness. Although this sensation is usually referred to the muscles themselves the seat of fatigue is mainly localized in the synapses of the central nervous system.

Although a moderate degree of fatigue is physiologically nor mal, after a day's work, cumulative fatigue may induce a vicious cycle in which fatigue becomes both the cause and effect of ill health.

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Industrial Factors Contributing to Fatigue:

The false economy of long hours of work has been demonstrated by carefully controlled studies in the principal industrial countries of the world. A reduction of working hours from 12 to 8 hours a day in creased the total output and decreased the amount of lost time and incidence of illness in most studies. Such benefits may take weeks and even months to develop fully, as the workers must become adapted to the new conditions.

Suitable rest pauses both in the forenoon and afternoon are likewise accredited with a favourable effect on output and acci dent frequency, even in light work. The optimum duration and time of the pause must be determined by trial for each type of work. Mere change of position often affords a satisfactory form of rest and is also beneficial during the actual work spell, presumably by improving blood circulation to the active muscles.

Method of Work: Next to vocational fitness, the method of performing a given task with respect to exertion, speed, and pos ture, is an important factor in energy expenditure and output. Taylor was the first to study the methods of work in relation to output, but he took no account of the physiological cost of exercise. Industrial physiology is now doing much to organize industry on scientific bases by fitting the right man to the right job and by controlling the methods of work so as to obtain maximum output with minimum expenditure of energy and without exces sive fatigue.

Environmental conditions: The neuromuscular system works best within an optimum range of air conditions for any given type of work. Significant departures from the optimum temperature and humidity affect the inclination for work, reduce working capacity, and give rise to fatigue and other untoward symptoms. Such disinclination for work is believed to be a protective natural instinct.

Although the human energy expenditure in performing a nominal task is not appreciably affected by usual variations of temperature, working capacity may be markedly affected. In deep mines where temperatures may range between 85° and 100° F., with humidities close to saturation, the miners work only one-half to one-third of the time, spending the remaining hours in cooling off.

In such hot environments, fatigue and loss of working capacity appear to be associated largely with circulatory insufficiency as shown by abnormal rise of pulse rate approaching the limit of endurance of the heart muscle itself. Heat cramps, heat stroke, or heat exhaustion may occur under extreme conditions, and their incidence in hot industries is still quite high although in some instances it has been greatly reduced by preventive medical and engineering methods, such as administration of chlorides (in the drinking water) to replace those lost in the sweat, improved ventilation, etc.

Abnormal air conditions in industry affect also accident liability and incidence of illness. The frequency of minor accidents among men and women in British munition plants was found to reach a minimum at temperatures between 67° and 7o° F., increasing above and below this temperature range.

Although there are mental and psychological elements in accident

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proneness, discomfort and fatigue exert a definite influence on the essential nervous processes involved in muscle co-ordination, integration, and inhibition, and hence on accidents and output.

Respiratory diseases and rheumatism are the chief chronic affections associated with exposure to heat or cold and temperature changes.

Inadequate lighting and excessive noise affect not only the specific sense organs but the entire body by increasing the strain on the nervous system.

Reduction of objectionable noise, even when brought about by the use of ear defenders, has a beneficial effect on output and labour turnover.

Toxic dusts, fumes, and gases in certain industries may affect fatigue and output indirectly by undermining the health of the workers.

Among other industrial factors conducive to fatigue are lack of skill, lack of incentive or boredom, worry, insecurity of employment, irritation, discontent, and last but not least the social relations between management and workers and between the workers themselves. Their adverse effects result from inhibition which can be distinguished from fatigue by observing the effect on output, accidents, or labour turnover after removing the cause. The boredom and discontent in mechanized industry or in repetitive work may be reduced by careful selection of workers. Intelligent persons are as unsuitable for monotonous work as are persons of inferior capacity for creative work. As a rule dull workers prefer repetitive work, and compensate for the monotony by talking, singing, or "day-dreaming." Music alleviates boredom and stimulates the output and pleasure in work Social behaviour in industry, whether rational or irrational, may sometimes dominate even the economic interest of the work ers. In carefully conducted experiments by Henderson and Mayo on telephone relay winding and bank-wiring work, the speed of work and output varied markedly with changes in the sentiments among the employees themselves and toward their supervisors. Individual performance was related to the individual's position in the group, rather than to actual ability or earnings. Although these facts apply specifically to the groups under observation, they deserve serious consideration because they contradict traditional methods of social organization in industry.

Industrial Legislation

Industrial Laws help to put an end to unfair labour practices and provides for the rights, privileges, obligations and responsibilities of the workforce. Industrial legislation helps both workers and management to know exactly about their rights, duties and obligations and also the liabilities.

Objectives:

The objectives of Industrial laws are:

(i) To safeguard the workers against exploitation.

(ii) To maintain good relationship between employees and employers.

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(iii) To provide and improve the welfare, amenities of workers.

(iv) To settle industrial disputes.

The need for Industrial legislation arises because of the relationship between the workers and employers, is one of partnership in the maintenance of the production and building up of the national economy the community as a whole as well as individual employers are under an obligation to protect the well being of workers and to secure to them their due share in the gains of economic development.

The object of Industrial Legislation, therefore, is two fold namely:

- To improve the service conditions of industrial labour so as to provide for them the ordinary amenities of life.
- To bring about industrial peace this could in its turn accelerate productive activity of the country resulting in its prosperity

Industrial Legislation is necessary for the following reasons:

- The individual workers are economically weak. They cannot bargain with the employers for the protection of their rights and even for subsistence wages. As such legislation for protection of labour against long hours of work, unhygienic working conditions, low wages and exploitation is needed.
- The workers are exposed to certain risks in factories, mines and other establishments. As such in order to make provision for their health, safety and welfare, legislation is needed.
- In order to increase the bargaining power of labour, legislation is necessary to encourage the formation of trade unions.
- In order to avoid industrial disputes which lead to strikes and lockouts, labour legislation is needed.
- To protect children and women form taking to work under hazardous conditions and at odd hours and in hazardous, lows are necessary.

1. Factories Act 1948:

The main objective of the Factories Act is to improve the working conditions of the workers by implementing the provisions of industrial safety.

Factory' means any premises wherein ten or more workers are working and in any part of which a manufacturing process is carried out with the aid of power or wherein twenty or more workers are working and in any part of which a manufacturing process is being carried out without the aid of power. his Act covers the health, welfare, safety, working hours, annual leaves with wages and employment of women and children. Periodically, the Chief Inspector of Factories and his staff have to approve safety measures in the plant, including proper ventilation for fumes and gases and protective equipments for eyes and ears wherever necessary.

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A maximum workday of 8 hours is prescribed for adults and 5 hours for children. A work week of 48 hours is also prescribed. A weekly holiday is also specified, as also the eligibility for annual leave with pay after 240 days of employment. The Act also gives the measures to be adopted to safeguard the health of the workers, so that conditions at the work place do not affect them adversely. The Act also deals with cleanliness, waste disposal, pollution measures, lighting, drinking water facilities, latrines, spitons etc. and also refers to general welfare measures like washing, drying facilities, rest rooms, first aid appliances, canteens, lunch rooms, creches etc:

Certain facilities are to be given based on the number of employees or size of the establishment. If 250 or more workers are working a canten facility should be given and creche for 50 or more women workers employed. For 500 or more workers, a qualified doctor and staff and ambulance is to be provided. There is a statutory provision for a labour officer in an establishment with 500 or more workers.

The Act provides only for the minimum requirements of welfare. Progressive employers who are realising the importance of welfare activities, go a step ahead in providing the facilities over and above the mandatory obligations. This helps to promote good industrial relations.

(2) Industrial Disputes Act, 1947:

The Industrial Disputes Act, 1947 was enacted to promote industrial peace by providing appropriate machinery for amicable settlement of disputes arising between employers and employees.

Objectives of the Act:

(1) The Act provides a machinery for the settlement of disputes by arbitration or adjudication.

(2) It attempts to ensure social justice and economic progress by fostering industrial harmony.

(3) It enables workers to achieve their demands by means of legitimate weapon of strike and thus facilitates collective bargaining.

(4) It prohibits illegal strikes and lockouts.

(5) It provides relief to the workman in the event of layoff or retrenchment.

The act relates to all the relevant aspects of industrial relations machinery namely—collective bargaining, mediation and conciliation, arbitration, adjudication and matters incidental thereto.

Authorities under the Act:

Sections 3 to 9 of the Industrial Disputes Act deals with the authorities under the Act;

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(a) Works Committee:

The appropriate government may require the institution, in the prescribed manner, of a works committee in the case of any industrial establishment in which 100 or more workmen are employed.

Such works committee consists of representatives of employers and workmen employed in the establishment. The workmen representatives are to be chosen in the prescribed manner from among the workman engaged in the Industry and in consulting with registered trade unions if any.

(b) Conciliation Officer:

The Act provides for conciliation as a method of settlement of disputes. The appropriate government by gazetted notification appoint -Conciliation officers. The duties of conciliation officer include

(i) To mediate in the settlement of industrial disputes.

(ii) To promote the settlement of disputes.

The conciliation officer has to mediate on a particular case within 14 days and send a report to the government giving details of the steps taken to settle the disputes listing reasons for success or failure in reaching an agreement. Settlements in the course of conciliation proceedings are binding on all parties to the dispute. Strikes, lockouts are prohibited during tendency of conciliation proceeding and specified periods. Thereafter the appropriate Government may take a reference on the report of the conciliation officer.

(c) Board of Conciliation:

The appropriate government may, as occasion arises by gazetted notification, constitute a board of conciliation for promoting the settlement of industrial disputes. Such board consists of a chairman and two or four other members. The boards main duty is to promote the settlement of industrial disputes.

(d) Courts of Inquiry:

The appropriate governmental may as occasion arises, by gazette notification constitute a court of inquiry for inquiring into industrial dispute. A court of inquiry may consist of one or more independent person or persons.

Court of inquiry is expected to inquire into matters referred to it and report there on the appropriate government, ordinarily within a period of 6 months from the commencement of the inquiry.

(e) Labour Court:

The appropriate government may constitute by notification one or more Labour Courts consists of one person only appointed by appropriate government. Person should be or must have been a judge of a high court or he should have been a district judge for not less than 3 years. Where an industrial dispute has been referred to a labour court for adjudication it is bound to hold its proceedings expeditiously and thereafter as soon as

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possible as it is practicable on the conclusion thereof to submit its award to the appropriate government.

(f) Industrial Tribunal:

An appropriate government may, by notification in the official gazette, constitute one or more Industrial tribunals for the adjudication of industrial disputes. The tribunal consists of one person only appointed by the Government. The Industrial Tribunals have wider jurisdiction than labour courts.

(g) National Tribunal:

National tribunals are constituted by appropriate Government for adjudication of industrial disputes which in the opinion of the Central Governmental (a) involve questions of national importance, or (b) are of such nature that industrial-establishments, situated in more than one state are likely to be interested in or affected by such dispute. A National Tribunal consists of one person only to be appointed by the central government.

Provisions of the Act:

The Act also defines the various areas like:

(i) Strikes and Lockouts

(ii) Prohibition of strikes and lockouts in public utility services.

(iii) Layoffs and Retrenchments.

(iv) Protection to workmen daring tendency of proceedings.

(v) Miscellaneous topics such as—Grievance Settlement Authority, disclosing confidential information, etc.

(3) Workmen's Compensation Act, 1923:

It is an Act to provide for the compensation for injury by accident. It provides relief by the way of compensation to all employees who suffer an accident during the course of employment which disables him to work in the job or as a result of which death occurs.

The term workers in the Act refers to those employed in factories, mines, plantations, construction work and other hazardous occupations except those covered under Employee s State Insurance Act, 1948, and clerical employees. The claims under the Workmen's Compensation Act falls into three categories—

(i) Accidents resulting in temporary disablement.

(ii) Accidents resulting in permanent, partial or total disablement.

(iii) Fatal accidents.

Workmen are expected to notify if any accident occurs, but failure to do so will not deprive them compensation claim from employer if the claim is filled within two years from the day of accident.

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Compensation for permanent total disablement and permanent partial disablement should be payable on the scales prescribed. In the event of death of the injured during the accident payment of compensation must be made only through the commissioner.

Breach or violation of the Act is punishable. Returns, statements and notices to the commissioner should be sent correctly. The National Commission on labour (1969) recommended that workmen covered under the Act including supervisors should be eligible for compensation, without any wage limits. It also suggested the formation of the central fund for workmen's compensation to be controlled by the Employees States Insurance (ESI) Corporation.

(4) Employee's Provident Fund Act, 1952:

This Act provides a compulsory contributory provident fund for employees in factories and other establishments. It applies to all factories and other establishments falling under any notified industry and employing 20 or more workers. It prescribes the obligation of employers and employees and the authorities for implementation of the provisions. It includes contract labour also. It also applies to educational institutions. The employer is required to deduct employee's contribution from his wages and deposit the same in to the provident fund account along with employer's contribution.

The amount standing to the credit of account holder is not liable for attachment under any court order. Nomination facility is available. The member can withdraw to certain extent from the fund account for the following purposes.

(i) To purchase or construct a property or house.

(ii) For alteration or modification of the house.

(iii) To meet expenses in case of illness, marriage of dependents, higher education of children etc.

Provident Fund is refunded with interest in the event of death, permanent disability, retrenchment, migration or leaving service. Depending upon the earning on these investments interest is allowed to the workers annually, on the amount to their credit.

Employees Family Pension Scheme:

The family pension scheme seeks to provide some monetary relief to the employees who die in service i.e. before super-annulation or after retirement. The contribution to this fund is deducted from employer s contributions to Provident Fund. Depending upon the contribution and last salary drawn, the pension amount after superannuation is determined for the person as per the scheme.

(5) Payment of Gratuity Act, 1972:

This Act provides for retirement benefit to the employees with long and continuous meritorious service. Every employee, irrespective of his remuneration is entitled to receive gratuity if he has entered service of 5 years, or more.

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Gratuity is payable at the time of termination of services on account of retirement, resignation, death or disability due to accident or disease. The condition of 5 years, of service is not applicable for permanent disablement.

In case of death, gratuity is to be payable to the nominee and if there is no nominee then to the legal heirs. The Act provides that for every year's continuance in service an employees should get 15 days wages. The total gratuity payable should not exceed 20 months wages. Gratuity cannot be attached by the court.

(6) Minimum Wages Act, 1948:

It is an Act to provide for fixing minimum rates of wages in certain employments. It is meant to help the workmen to avail a fair bargain with their employees and ensure wages for them.

It lays down the procedure for fixing minimum wages and for appointment of advisory committees and boards. It prohibits wages in kinds. Time and conditions of payment of wages are stipulated. Only authorised deductions are accepted from the wages.

Working hours in case of an adult are fixed at 48 hours a week. Wages at the rate of double the time are to be paid for work beyond the normal hours. Registers and records are to be maintained under the Act are prescribed.

(7) Employee State Insurance (ESI) Act, 1948:

This helps the employees from the hardships arising from sickness, maternity, invalidity, accidents occupational diseases etc. This provides the medical facilities and the employment insurance during illness to industrial workers.

The scheme is administered by the ESI Corporation, an autonomous body consisting of representatives of Central and State Governments, employers, employees, medical professionals and members of parliament.

This scheme applies to factories is that employ more than twenty people wherein the process is carried out by power. This does not apply to seasonal factories.

The finances of the scheme included contributions from employee, employer, and donations from State and Central Governments and local bodies.

The scheme offers the following advantages:

(i) Medical benefits.

(ii) Sickness benefits.

(iii) Maternity benefits.

(iv) Disablement benefits.

(v) Dependents benefits.

The scheme provides for medical care through dispensary system, hospital etc. When an insured person is suffering from a chronic long term disease like tuberculosis, he gets fairly extended medical care for almost a year after the

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normal entitlement. During medical treatment, the person is paid around half of his daily wage.

(8) Maternity Benefit Act, 1961:

This Act regulates employment of women in certain establishments for certain periods before and after child birth and provides maternity and certain other benefits. The act is not applicable to women employees covered under ESI scheme.

A women employee is entitled to a maximum of 12 weeks maternity leave, 6 weeks before and 6 weeks after her delivery. She also gets a medical allowance of Rs. 250 if the employer does not provide for free prenatal and post-natal medical care. To avail these benefits she should have completed at least 60 days of service during the preceding 12 months.

(9) Bonus Act, 1975:

This Act provides for the payment of bonus, related with profit or productivity to the employees in factories and establishments. Bonus is payable to all categories of employees drawing wages up to Rs. 4000 pm.

The important features of Bonus Act are:

1. Minimum Bonus was reduced to 4% and there was a condition that if the company did not earn any profit there would be no compulsion to pay minimum bonus also.
2. Negotiations out of the Bonus Act to get bonus in excess of 20% were sought to be curtailed.

QUESTIONS

Q.1 Discuss Industrial Psychology concept with suitable examples.

Q.2 What are the objectives of Industrial Psychology.

Q.3 Explain the following concepts:

a) Morale

b) Motivation

Q.4 Write a detailednote on Working Climate Analysis.

Q.5 Write short note on Industrial Legislation.

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SCHOOL OF DISTANCE EDUCATION

DATA WAREHOUSING AND DATA MINING

SELF LEARNING MATERIAL
SLM

MCA SEM IV - (401)

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UNIT – I
DATA WAREHOUSING

Objectives:

To learn basic concepts of data warehouse and its architecture, model

To study data transformation process of data warehouse

To study data cube structure and its representation, schema model

To study the different retrieval operations from a data cube

1.0 INTRODUCTION

Data warehousing provides different architectures and tools for decision makers to execute their plans based on data collected by different sources. It is a place where we can load various types of data and accessed commonly by knowledge worker. Now a day's data is growing rapidly in organization. Organizations typically collect diverse kinds of data and maintain in large data stores from clustered information sources. It has some challenges and complexities to gather the data and efficiently access at one site. More efforts have to be taken in the industry and research is going on for storing and integrating the historical information. It maintains the data in multi-dimensional structure and its query writing is complex. The retrieval of data is more important and the historical data analysis leads knowledge worker to take proper decisions towards growth of the organization.

1.1 DEFINITION

According to William H. Inmon, a leading architect in the construction of data warehouse systems, "A data warehouse is a subject-oriented, integrated, time-variant, and nonvolatile collection of data in support of management's decision-making process" (Inmon, 1996).

The four keywords—subject-oriented, integrated, time-variant, and nonvolatile differentiate data warehouse from traditional data store system. (Inmon, 1996)

Subject-oriented:

A data warehouse is basically focused on subjects as customer, supplier, product, library and sales. Its views on a particular subject matter irrespective of data. It focuses on modeling and analyzing the collected data.

Integrated:

A data warehouse is based on combining different multiple data sources. It includes files, online data records, registers and manuals. All these data are uploaded to data warehouse prior performing some data preprocessing task. It

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applies different data cleaning methods to upload the data into a data warehouse.

Time-variant:

Data is stored based on historic perspective. It stores a data about past five to ten years in analyzed format. It doesn't have records to be maintained in a day by day operation.

Nonvolatile:

Data warehouse has a separate physical data store. It stores the data after preprocessing and it's available permanently. It can be accessed as needed by the knowledge worker. Its stores are different to the local data store. It doesn't have recovery, consistency control mechanisms. It has only two operation loading and accessing the records.

Example of Data Warehouse

Insurance Sector

Retail Banking

Telephone Customer Usage

Farmer Loans

In above examples, a data warehouse maintains the relevant data about past 5 – 10 years. The data is in the form of data cubes (discussed in later section). Data warehouse maintains only analytical processed data.

1.2 ETL PROCESS (EXTRACTION, TRANSFORMATION, AND LOADING)

A data warehouse system has various tools to support and control its functionalities. It has some back-end tools and utilities to gather, update and refresh the existing data and newly added data. It's depicted in data warehouse architecture (figure1.1).

Following are the basic functions to be carried in data warehouse:

Data extraction collects data from different & multiple, heterogeneous, and external sources.

Data cleaning detects errors in the data and rectifies them when possible and performs full cleaning and data preprocessing task.

Data transformation converts data from legacy or host format to warehouse format. The unique format of data should be maintained. The different data conversion techniques have been adopted in data transformation.

Load sorts, summarizes, consolidates, and computes views, checks integrity, and builds sequences, indexes and clusters, classify the data. This is the basic and

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fundamental process of data warehouse. The data normalization also carried out and proper conversion carried out into a data cube.

Refresh updates from the data sources to the warehouse.

Besides cleaning, loading, refreshing, and metadata definition tools, data warehouse systems have management tools which are useful for knowledge worker. Data cleaning and data transformation are important steps in improving the data quality and produces better output using data mining technique.

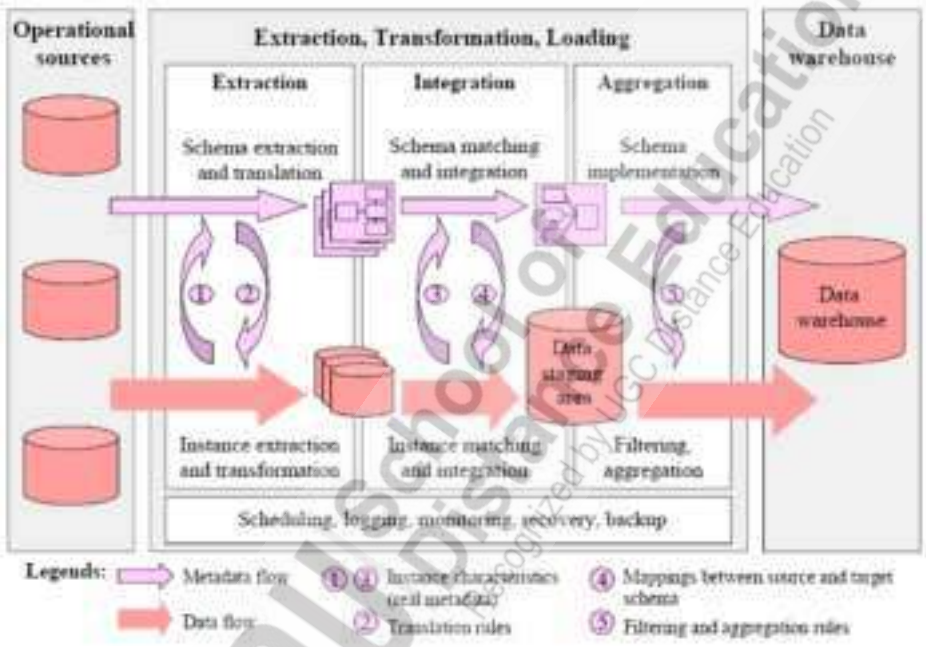

Figure 1.1: ETL Process (JNTUH-R13)

Example Illustration of ETL Process

Consider example of any retail store where it has different sub departments such as Sales, Marketing, Purchase, Inventory and Import/Export etc. In each department it's very difficult to manage customer data independently. Each department may store customer details in their own specific format. It may be different for each department. In sales department customer record maintained by cust_id, and marketing department may record customer details as cust_name. In this case, it's difficult to retrieve monthly sales information of a specific customer. It's a tedious task. Similarly retrieving customer profiles for marketing purpose is also a difficult task.

The solution for this kind of issues is to use data warehouse where we can store the data from different data sources. Before storing data into a data warehouse, it must process ETL operations. It extracts data from these (marketing, sales, purchase etc.) sources and transform in a unique format as cust_id, cust_name, sales_amt, and other related fields. It maintains unified structure.

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After ETL process it can be used in any Data warehouse tool or BI (Business Intelligence) tools. Then we can get any reports in different format.

ETL process helps the companies to analyse business data for making different marketing strategies and decisions. It is helpful in transforming data into data warehouse.

1.3 DIFFERENCES BETWEEN DATABASE SYSTEMS AND DATA WAREHOUSES

- Data Warehouse stores large amount of data, compared with operational database.
- The operational database has limited structure and pattern whereas Data warehouse has vast storage capacity and independently it is maintaining.
- The major task of online operational database systems is to perform online transaction and query processing. These systems are called online transaction processing (OLTP) systems. OLTP records the data based on day to day transactions. The regular operations such as sales, banking process, manufacturing, purchasing, selling, payroll and accounting.
- Data warehouse systems can be handled by experts, knowledge workers to retrieve efficient data and played a role of data analyst in decision making. Such systems are known as online analytical processing (OLAP) systems

1.4 DIFFERENCE BETWEEN OLTP AND OLAP

The major distinguishing features of OLTP and OLAP are summarized as follows

Parameters	OLTP	OLAP
Users	clerk, IT professional, DBA	knowledge worker, Manager, Executives, Analysts
Function	day to day operations	decision support, long term operations
DB design	application-oriented, ER based, current	subject-oriented, star, snowflake schemas, historical
Data	current, up-to-date detailed, flat relational, isolated	historical, summarized, multidimensional integrated, consolidated
Usage	Repetitive	ad-hoc
Access	read/write, index/hash on primary key	lots of scans, read
unit of work	short, simple transaction	complex query
No. of records accessed	Tens	Millions
No. of users	Thousands	Hundreds
DB size	100MB-GB	100GB-TB
Metric	transaction throughput	query throughput, response
View	Detailed, flat relational	Summarized, multi - dimensional

Table 1.0: Difference between OLTP and OLAP

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1.5 OVERVIEW OF MULTIDIMENSIONAL DATA MODEL

A data model represents a multi-dimensional view of data. The data is in heterogeneous form. It has several attributes. A multi-dimensional data model can be represented with the help of data cube. A data cube can be used to represent a multi view of data.

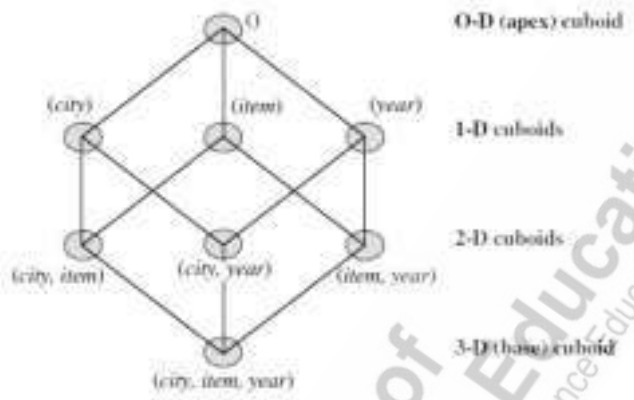

Figure 1.2: Cube – Multidimensional Model (Jiawei Han, 2012)

Data cubes provide fast accession of summarized data which is mostly used in data mining process. The data cube is divided into four levels. Its known as abstract views of data. At the lowest level it called as base cuboid and highest peak level is called as apex. In between levels are maintained by cuboids. Data cubes created for varying levels of abstraction are referred to as cuboids, so that a "data cube" may instead refer to a lattice of cuboids. Each higher level of abstraction further reduces the resulting data size. (Jiawei Han, 2012)

A data cube allows data to be modeled and viewed in multiple dimensions. It is defined by dimensions and facts. Dimensions are the collection of tables with respect to maintain records. The table has multiple columns. The table contains only the columns apart from a primary key column.

Example:

ElectonicsCatalog – a relational database described by the following relation tables: Customer, Item, Employee and Branch.

Customer (Cust_ID, Cust_Name, Address, Age, Income, Credit_Info, Category, Occupation)

Item (Item_ID, Item_Name, Brand, Category, Type, Price, Mfd_City, Supplier, Cost)

Employee (Emp_ID, Emp_Name, Category, Group, Salary, Commission)

Branch (Branch_ID, Branch_Name, Address)

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Purchase (Trans_ID, Cust_ID, Emp_ID, Pur_date, Pur_Time, Method_Paid, Amt)

Items_Sold (Trans_ID, Item_ID, Qty)

Works_At (Emp_ID, Branch_ID)

A data cube for summarized sales data of ElectronicsCatalog is represented using following dimensions:

Address (with city values – Chicago, New York, Toronto, Vancouver)

Time (with quarter values – Q1, Q2, Q3, Q4)

Item (with item type values – Home Entertainment, Computer, Phone, Security)

The aggregate value stored in each cell of cube is Sales_Amt (in thousands)

ElectronicsCatalog may create a sales data warehouse in order to keep the records of sales of an electronics product. The dimensions are time, item, branch, and location. These dimensions allow the store to keep the records of sales in monthwise (time), itemwise (item), branchwise (branch) and citywise (location).

Each dimension may have a table associated with it, called a dimension table, which further describes the dimension. There may be a multiple dimension tables called sub dimension table. The dimension table can be defined by the database programmer or database designer. All the dimensions are placed and connected each other with a fact table. This is a central place to hold all the dimension tables.

For example, a dimension table for item may contain the attributes item_name, brand, and item_type.

Facts are numeric measures. Think of them as the quantities by which we want to analyze relationships between dimensions. It contains the aggregate values of a table.

Examples of facts for a sales data warehouse include Amount_sold (sales amount in rupees), unit_sold (number of units sold), and amount.

The fact table contains the names of the facts, or measures, as well as keys to each of the related dimension tables. (Jiawei Han, 2012)

1.6 CONCEPT HIERARCHIES

A concept hierarchy defines a sequence of mappings from a set of low-level concepts to higher-level. Consider a concept hierarchy for the dimension location. City values for location include Vancouver, Toronto, New York, and Chicago. Each city can be mapped to the state to which it belongs.

For example, Vancouver can be mapped to British Columbia, and Chicago to Illinois.

The states can in turn be mapped to the country (e.g., Canada or the United States) to which they belong. These mappings form a concept hierarchy for the dimension location, mapping a set of low-level concepts (i.e., cities) to higher-level, more general concepts (i.e., countries). This concept hierarchy is illustrated in Figure 1.3. (Jiawei Han, 2012)

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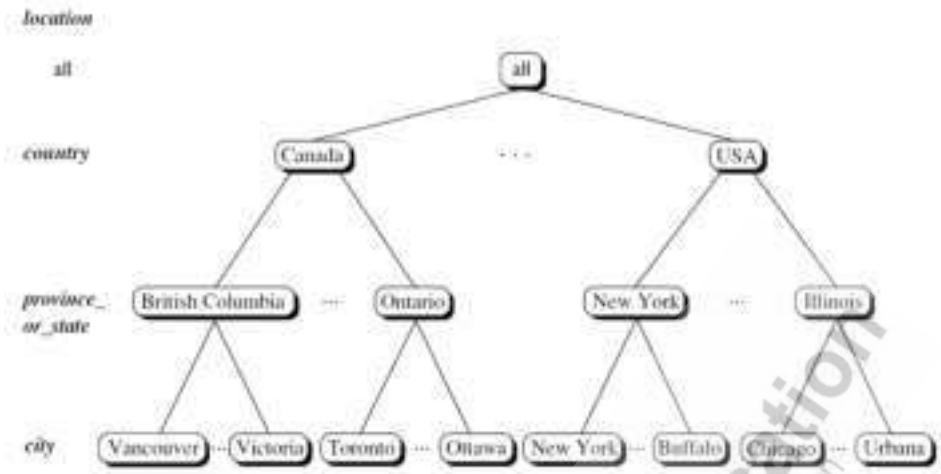

Figure 1.3 A concept hierarchy for location (Jiawei Han, 2012)

Many concept hierarchies are implicit within the database schema.

For example, suppose that the dimension location is described by the attributes number, street, city, state, pin, and country. These attributes are related by a total order, forming a concept hierarchy such as "street < city < state < country." This hierarchy is shown in Figure 1.4(a). (Jiawei Han, 2012)

The attributes of a dimension may be organized in a partial order, forming a lattice. An example of a partial order for the time dimension based on the attributes day, week, month, quarter, and year is "day <fmonth < quarter; week < year." This lattice structure is shown in Figure 1.4(b). (Jiawei Han, 2012)

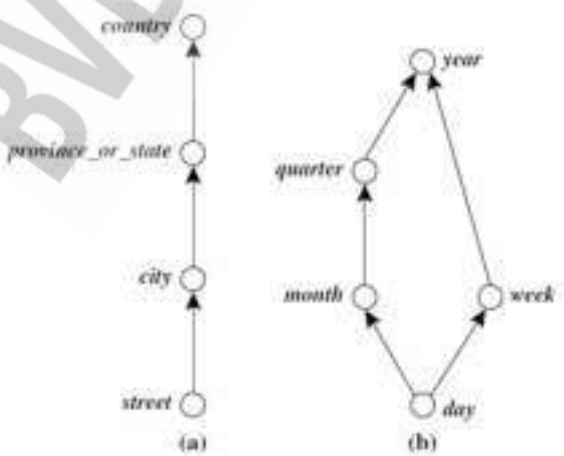

Figure 1.4 (a) a hierarchy for location and (b) a lattice for time (Jiawei Han, 2012)

A concept hierarchy is a total or partial order among the attributes in a database schema is called a schema hierarchy.

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Concept hierarchies are common to many applications (e.g., for time) may be predefined in the data mining system.

Concept hierarchies defined by discretizing or grouping values for a given dimension or attribute, resulting in a set-grouping hierarchy.

A total or partial order can be defined among groups of values.

Concept hierarchies may be provided manually by system users, domain experts, or knowledge engineers, or may be automatically generated based on statistical analysis of the data distribution. (Jiawei Han, 2012)

1.7 MEASURES: THEIR CATEGORIZATION AND COMPUTATION

A data cube measure is a numeric function that can be evaluated at each point in the data cube space. A measure value is computed for a given point by aggregating the data corresponding dimension–value pairs defining the given point. Measures can be organized into three categories—distributive, algebraic, and holistic based on the kind of aggregate functions used. (Jiawei Han, 2012)

Distributive: An aggregate function is distributive if it can be computed in a distributed manner as follows:

For example, sum () can be computed for a data cube by first partitioning the cube into a set of subcubes, computing sum () for each subcube, and then summing up the counts obtained for each subcube. Hence, sum () is a distributive aggregate function. count (), min (), and max () are the other distributive aggregate functions.

A measure is distributive if it is obtained by applying a distributive aggregate function. Distributive measures can be computed efficiently because of the way the computation can be partitioned. (Jiawei Han, 2012)

Algebraic: An aggregate function is algebraic if it can be computed by an algebraic function with M arguments (where M is a bounded positive integer), each of which is obtained by applying a distributive aggregate function.

For example, avg () (average) can be computed by sum ()/count (), where both sum () and count () are distributive aggregate functions.

Similarly, it can be shown that min N () and max N () (which find the N minimum and N maximum values, respectively, in a given set) and standard deviation () are algebraic aggregate functions. A measure is algebraic if it is obtained by applying an algebraic aggregate function. (Jiawei Han, 2012)

Holistic: An aggregate function is holistic if there is no constant bound on the storage size needed to describe a sub aggregate. There does not exist an algebraic function with M arguments (where M is a constant) that characterizes the computation.

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Common examples of holistic functions include median (), mode (), and rank (). A measure is holistic if it is obtained by applying a holistic aggregate function.

Most large data cube applications require efficient computation of distributive and algebraic measures. It is difficult to compute holistic measures efficiently. (Jiawei Han, 2012)

1.8 SCHEMAS FOR MULTIDIMENSIONAL DATA MODELS

The entity-relationship diagram / data model is commonly used in designing databases and database schema represents the relationships between different dimensions and facts of data warehouse. Such data model is used in online transaction processing. To represent entire data warehouse schema a multidimensional view can be used. A database schema facilitates data warehouse structure in the form of multidimensional model. It can be used in data analysis.

To represent multidimensional model in data warehouse we have three schema models: star schema, a snowflake schema, or a fact constellation schema.

Star schema: The most common modeling structure is star schema, in which the data warehouse contains

- A large central table (fact table) containing the data, with no redundancy, and
- A set of smaller attendant tables (dimension tables), one for each dimension.

The schema graph combines dimension tables in scattered form and fact table in the central. Fact table holds the different dimension tables. It may have summarized columns at central part. (Jiawei Han, 2012)

A star schema for ElectronicsCatalog sales is shown in Figure 1.6. Sales are considered along four dimensions: time, item, branch, and location. The schema contains a central fact table for sales that contains keys to each of the four dimensions, along with two measures: dollars sold and units sold.

To minimize the size of the fact table, dimension identifiers (e.g., time key and item key) are system-generated identifiers

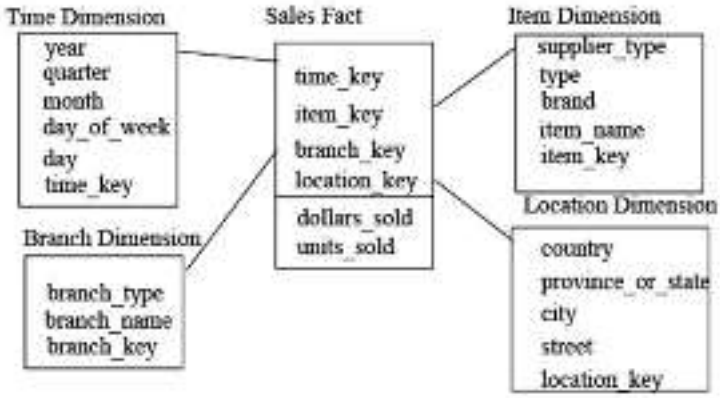

Figure 1.6: Star Schema Model

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In the star schema, each dimension is represented by only one table, and each table contains a set of attributes. All primary keys of the corresponding dimension tables are kept at central place known as fact table – sales Fact with aggregate columns – dollars_sold and units_sold.

define cube sales star [time, item, branch, location]:

dollars sold = sum (sales in dollars), units sold = count (*)

define dimension time as (time key, day, day of week, month, quarter, year)

define dimension item as (item key, item name, brand, type, supplier type)

define dimension branch as (branch key, branch name, branch type)

define dimension location as (location key, street, city, province or state, country)

The define cube statement defines a data cube called sales star, which corresponds to the central sales fact table. This command specifies the dimensions and the two measures, dollars sold and units sold. The data cube has four dimensions, namely, time, item, branch, and location.

Snowflake schema: The snowflake schema is another model of data warehouse, where some dimension tables are normalized, and divided into sub dimension tables.

It contains additional sub tables which represent a scattered form of one single fact and multiple dimension tables. The shape of schema is similar to a snowflake. That's why its called as snowflake schema.

The major difference between the snowflake and star schema models is that the dimension tables of the snowflake model may be kept in normalized form to reduce redundancies.

Snowflake schema contains sub dimension tables.

A snowflake schema for ElectronicsCatalog sales is given in Figure 1.7. Here, the sales fact table is identical to that of the star schema in Figure 1.6.

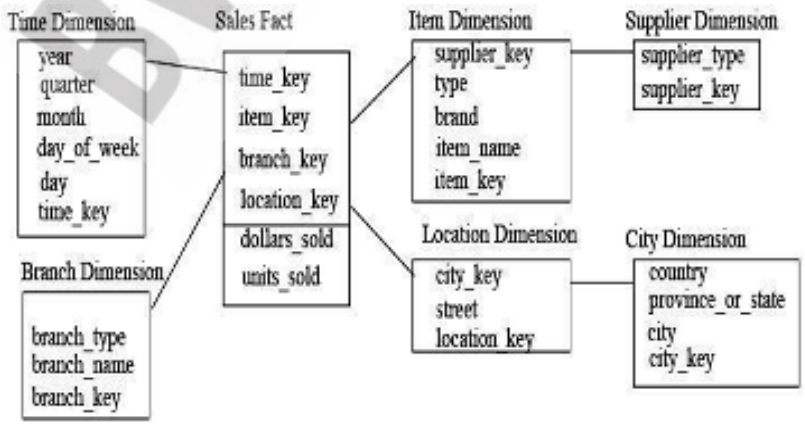

Figure 1.7: Snowflake Schema Model

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The main difference between the two schemas is in the definition of dimension tables. The single dimension table for item in the star schema is normalized in the snowflake schema, resulting in new item and supplier tables.

For example, the item dimension table now contains the attributes item key, item name, brand, type, and supplier key, where supplier key is linked to the supplier dimension table, containing supplier key and supplier type information.

Similarly, the single dimension table for location in the star schema can be normalized into two new tables: location and city. The city key in the new location table links to the city dimension. A further normalization can be performed on state and country in the snowflake schema shown in Figure 1.7.

define cube sales snowflake [time, item, branch, location]:

dollars sold = sum (sales in dollars), units sold = count (*)

define dimension time as (time key, day, day of week, month, quarter, year)

define dimension item as (item key, item name, brand, type, supplier (supplier key, supplier type))

define dimension branch as (branch key, branch name, branch type)

define dimension location as (location key, street, city (city key, city, province or state, country))

This definition is similar to that of sales star, except that, here, the item and location dimension tables are normalized.

For instance, the item dimension of the sales star data cube has been normalized in the sales snowflake cube into two dimensions tables, item and supplier. Note that the dimension definition for supplier is specified within the definition for item. Defining supplier in this way implicitly creates a supplier key in the item dimension table definition. Similarly, the location dimension of the sales star data cube has been normalized in the sales snowflake cube into two-dimension tables, location and city. The dimension definition for city is specified within the definition for location. In this way, a city key is implicitly created in the location dimension table definition.

Fact constellation: It is a mixture of star schema and snowflake schema model. It is sometimes called hybrid structure of data warehouse. Fact constellation shares multiple fact tables and dimensional tables with additional sub dimensional and fact table. This kind of schema can be viewed as a collection of stars, and hence is called a galaxy schema or a fact constellation.

A fact constellation schema is shown in Figure 1.8 This schema specifies two fact tables, sales and shipping. The sales table definition is identical to that of the star schema (Figure 1.6). The shipping table has five dimensions, or keys—item key, time key, shipper key, from location, and to location—and two measures—dollars cost and units shipped. A fact constellation schema allows dimension tables to be shared between fact tables.

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For example, the dimensions tables for time, item, and location are shared between the sales and shipping fact tables. (Jiawei Han, 2012)

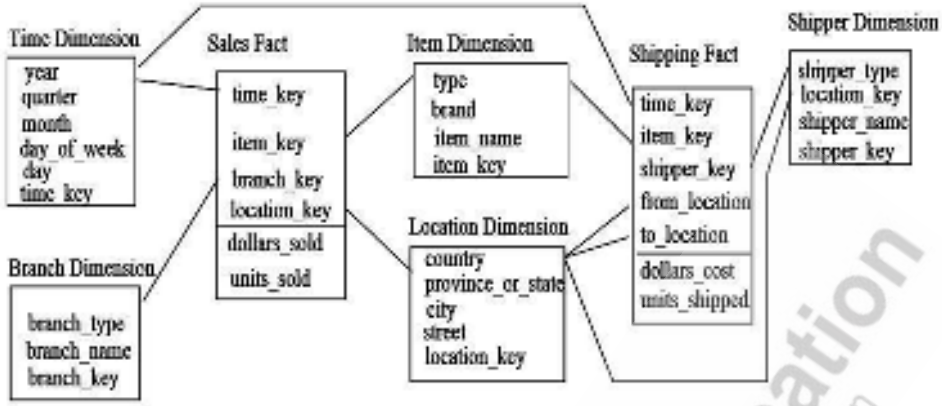

Figure 1.8: Fact Constellation Schema Model

It is a hybrid structure that included star schema and snow flake schema of data warehouse. There is a possible case where multiple dimensions and facts are present in fact constellation schema.

define cube sales [time, item, branch, location]:

dollars sold = sum (sales in dollars), units sold = count (*)

define dimension time as (time key, day, day of week, month, quarter, year)

define dimension item as (item key, item name, brand, type, supplier type)

define dimension branch as (branch key, branch name, branch type)

define dimension location as (location key, street, city, province or state, country)

define cube shipping [time, item, shipper, from location, to location]:

dollars cost = sum (cost in dollars), units shipped = count (*)

define dimension time as time in cube sales

define dimension item as item in cube sales

define dimension shipper as (shipper key, shipper name, location as location in cube sales, shipper type)

define dimension from location as location in cube sales

define dimension to location as location in cube sales

A define cube statement is used to define data cubes for sales and shipping, corresponding to the two fact tables of the schema. Note that the time, item, and location dimensions of the sales cube are shared with the shipping cube.

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This is indicated for the time dimension, for example, as follows. Under the define cube statement for shipping, the statement "define dimension time as time in cube sales" is specified.

1.9 OLAP OPERATIONS

In the multidimensional model, data are organized into multiple dimensions, and each dimension contains multiple levels of abstraction defined by concept hierarchies. This organization provides users with the flexibility to view data from different perspectives.

OLAP operations used to view a data in a different perspective for data analysis and easy retrieval of data. OLAP provides a user-friendly environment for interactive data analysis. (Jiawei Han, 2012)

A typical OLAP operations described is illustrated in Figure 1.11. In our case multi-dimensional cube is placed at center - ElectronicsCatalog sales. The cube contains the dimensions location, time, and item, where location is aggregated with respect to city values, time is aggregated with respect to quarters, and item is aggregated with respect to item types.

Roll Up or Drill Up: The roll-up operation performs an aggregation on a data cube, either by climbing up a concept hierarchy for a dimension or by dimension reduction. Figure 1.9 shows the result of a roll-up operation performed on the central cube by climbing up the concept hierarchy for location given in Figure 1.9.

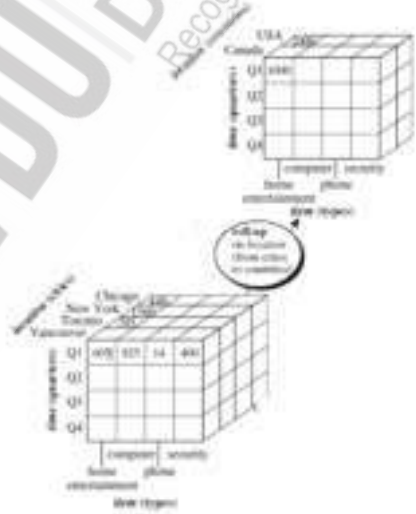

Figure 1.9: Roll Up Operation

This hierarchy was defined as the total order "street <city < province or state < country." The roll-up operation shown aggregates the data by ascending the location hierarchy from the level of city to the level of country. In other words, rather than grouping the data by city, the resulting cube groups the data by country. When roll-up is performed by dimension reduction, one or more dimensions are removed from the given cube.

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For example, consider a sales data cube containing only the location and time dimensions. Roll-up may be performed by removing, say, the time dimension, resulting in an aggregation of the total sales by location, rather than by location and by time. (Jiawei Han, 2012)

Drill-down: Drill-down is the reverse of roll-up. It navigates from less detailed data to more detailed data. Drill-down can be realized by either stepping down a concept hierarchy for a dimension or introducing additional dimensions.

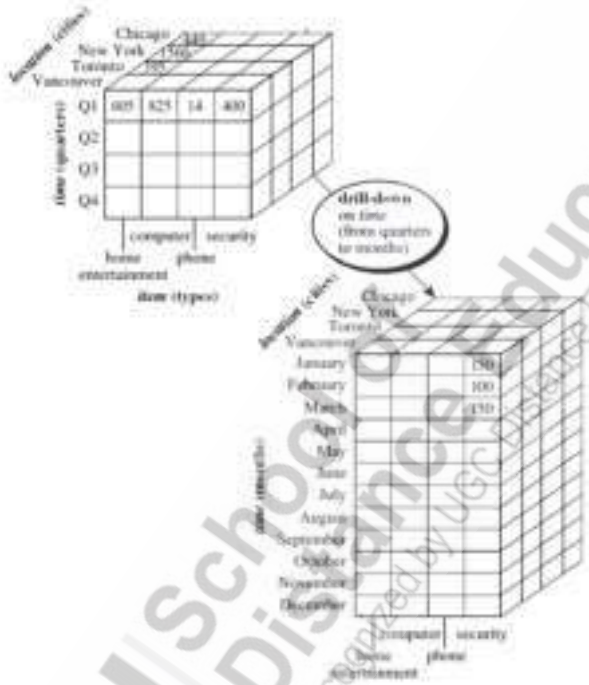

Figure 1.10: Drill Down Operation

Figure 1.10 shows the result of a drill-down operation performed on the central cube by stepping down a concept hierarchy for time defined as "day < month < quarter < year." Drill-down occurs by descending the time hierarchy from the level of quarter to the more detailed level of month.

The resulting data cube details the total sales per month rather than summarizing them by quarter. (Jiawei Han, 2012)

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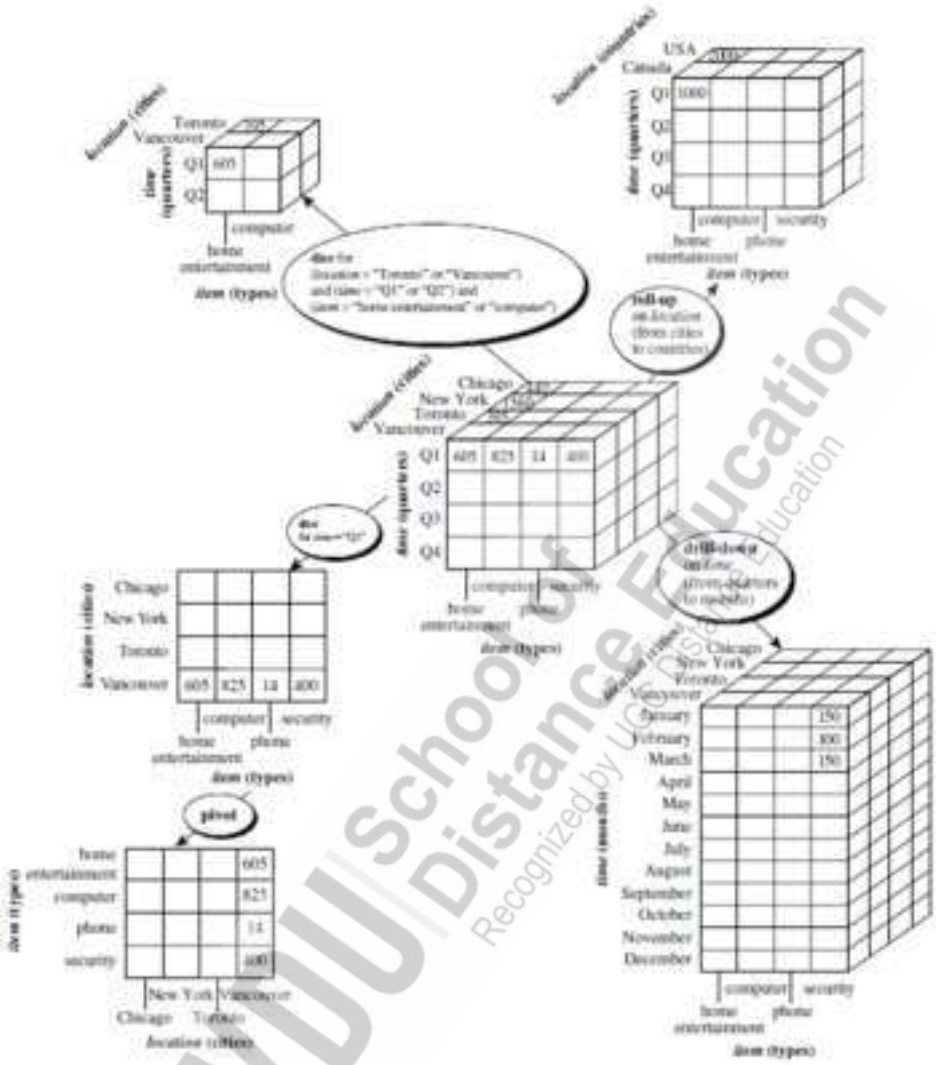

Figure 1.11 Typical OLAP operations (Jiawei Han, 2012)

Slice and dice: The slice operation perform a selection on one dimension of the given cube, resulting in a subcube.

Figure 1.12 shows a slice operation where the sales data are selected from the central cube for the dimension time using the criterion time D "Q1." The dice operation defines a subcube by performing a selection on two or more dimensions.

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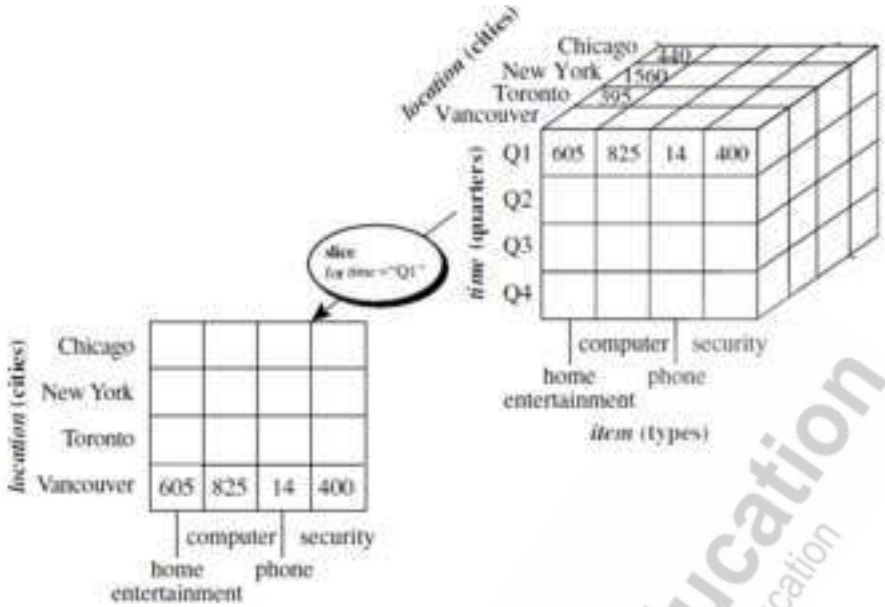

Figure 1.12: Slice Operation

Figure 1.13 shows a dice operation on the central cube based on the following selection criteria that involve three dimensions: (location D "Toronto" or "Vancouver") and (time D "Q1" or "Q2") and (item D "home entertainment" or "computer"). (Jiawei Han, 2012)

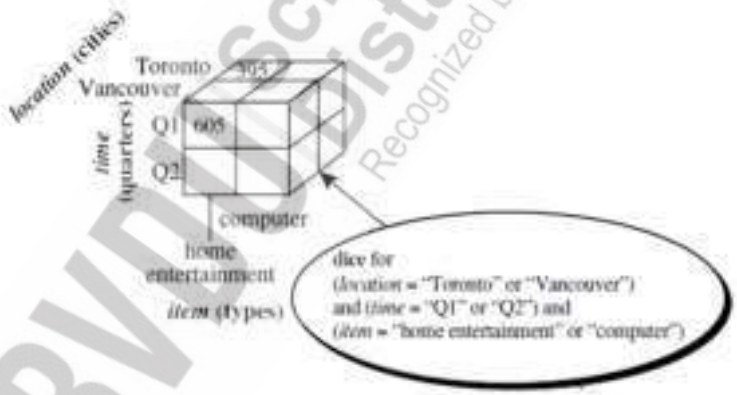

Figure 1.13: Dice Operation

Pivot (rotate): Pivot (also called rotate) is a visualization operation that rotates the data axes in view to provide an alternative data presentation.

Figure 1.14 shows a pivot operation where the item and location axes in a 2-D slice are rotated. Other examples include rotating the axes in a 3-D cube, or transforming a 3-D cube into a series of 2-D planes. (Jiawei Han, 2012)

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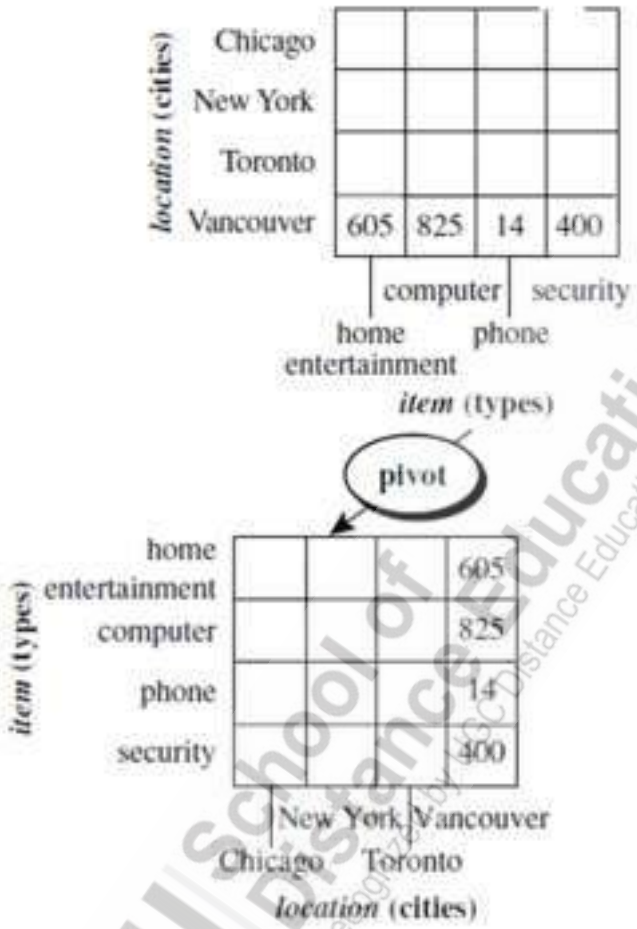

Figure 1.14: Pivot Operation

OLAP offers analytical modelling capabilities, including a calculation engine for deriving ratios, variance, and so on, and for computing measures across multiple dimensions. It can generate summarizations, aggregations, and hierarchies at each granularity level and at every dimension intersection. OLAP also supports functional models for forecasting, trend analysis, and statistical analysis. OLAP engine is a powerful data analysis tool.

1.10 EFFICIENT PROCESSING OF OLAP QUERIES

The querying of multidimensional databases can be based on a starnet model, which consists of radial lines emanating from a central point, where each line represents a concept hierarchy for a dimension. Each abstraction level in the hierarchy is called a footprint. These represent the granularities available for use by OLAP operations such as drill-down and roll-up. A starnet query model for the ElectronicsCatalog data warehouse is shown in Figure 1.15 (Jiawei Han, 2012)

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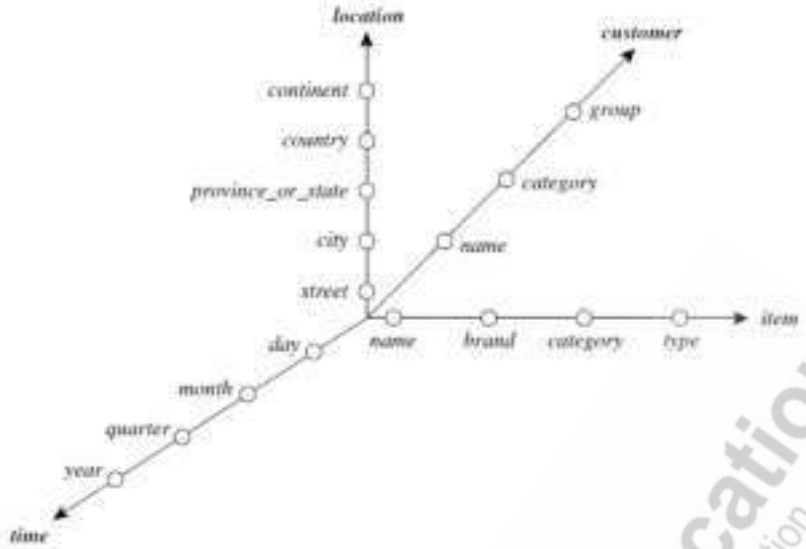

Figure 1.15: Starnet Model (Jiawei Han, 2012)

This starnet consists of four radial lines, representing concept hierarchies for the dimensions location, customer, item, and time, respectively. Each line consists of footprints representing abstraction levels of the dimension.

For example, the time line has four footprints: "day," "month," "quarter," and "year." A concept hierarchy may involve a single attribute (e.g., date for the time hierarchy) or several attributes (e.g., the concept hierarchy for location involves the attributes street, city, province or state, and country).

In order to examine the item sales at ElectronicsCatalog, users can roll up along the time dimension from month to quarter, or, say, drill down along the location dimension from country to city.

Concept hierarchies can be used to generalize data by replacing low-level values (such as "day" for the time dimension) by higher-level abstractions (such as "year"), or to specialize data by replacing higher-level abstractions with lower-level values. (Jiawei Han, 2012)

1.11 TYPE OF OLAP SERVERS:

To improve OLAP operations in retrieval of data in multidimensional data model we required a specialized server. A specialized SQL server supports data mining query language (DMQL). SQL Server support complex query language to retrieve the data over star and snowflake schemas in a read-only environment. Following are different OLAP servers used by different vendors as per the requirements. (JNTUH-R13)

Relational OLAP (ROLAP):

ROLAP is responsible for operating a relational database. The tables used in RDBMS packages can be handled in ROLAP. The fact and dimension tables are

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stored in a relational table and a new table are created to hold summarized data. It is depending on a data available schema structure.

- In the view of schema structure and to perform OLAP operations in relational OLAP one has to use SELECT and WHERE clause. It supports SQL queries in slicing and dicing operations.
- ROLAP tools do not use pre-calculated data cubes but instead pose the query to the standard relational database and its tables in order to bring back the data required to answer the question.
- ROLAP also has the ability to drill down to the lowest level of detail in the database.

Multidimensional OLAP (MOLAP):

- As in ROLAP operating relational databases, MOLAP is responsible for operating and handling the different operations over a data cube.
- MOLAP stores a data of any kind such as files, a data stored in a row – column format, tabular format or in array format.
- The OLAP operations such as slicing, pivot are handled easily by MOLAP.
- Before handling entire data cube – multidimensional data, the initial processing can be done using MOLAP.
- The multiple views of data can be hold using data cube which is easily operated using MOLAP.
- Basically, it's a simply OLAP operations, in data warehouse it can be used for handling multi view databases compared with ROLAP.
- It also performs basic data pre-processing operations while loading data in a MOLAP.
- MOLAP tools provide easy retrieval of data from a data cube and easily we can update or modify the data in an existing dataset.

Difference between MOLAP and ROLAP

MOLAP	ROLAP
In MOLAP, data retrieval is very fast as compared with ROLAP.	Data retrieval is slow as data retrieving from different tables.
Data sets are stored in multi dimensional ways.	Simple tabular format is used for storing data set.
To retrieve the data from MOLAP is easy to new users.	ROLAP required technical skill for retrieving data.
Data maintained in cubic format.	Table format is used to store data.

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Hybrid OLAP (HOLAP):

- It holds both ROLAP and MOLAP data.
- It has a specialised data structure to maintain database to store huge amount of data.
- HOLAP is responsible for holding and operating both relational databases and multidimensional data – data cube.
- HOLAP tool handles all kinds of data conversion techniques to load data into a data warehouse.
- HOLAP removes data anomalies occurred in MOLAP and ROLAP by performing data pre-processing technique.
- It effectively retrieves data from data warehouse.

1.12 DATA WAREHOUSE TOOLS

In this era of rapid growth in Big Data, real time processing platforms, Data Warehouse is still reliable option for data storage, analysis and indexing. Data warehouse is a relational database that is designed for writing up complex queries (DMQL – Data Mining Query Language) to retrieve the analytical results based on past stored historical data.

Teradata is a market leader in the data warehousing space that brings more than 30 years of history to the table. Teradata's EDW (enterprise data warehouse) platform provides businesses with robust, scalable hybrid-storage capabilities and analytics from mounds of unstructured and structured data leading to real-time business intelligence insights, trends, and opportunities. Teradata also offers a cloud-based DBMS solution via its Aster Database platform

Oracle is basically the household name in relational databases and data warehousing and has been so for decades. Oracle 12c Database is the industry standard for high performance scalable, optimized data warehousing. The company's specialized platform for the data warehousing side is the Oracle Exadata Machine. There are an estimated 390,000 Oracle DBMS customers worldwide.

Amazon Web Services (AWS)

The whole shift in data storage and warehousing to the cloud over the last several years has been momentous and Amazon has been a market leader in that whole paradigm. Amazon offers a whole ecosystem of data storage tools and resources that complement its cloud services platform. Amazon was the overall leader in data warehousing customer satisfaction and experience in last year's survey.

Cloudera has emerged in recent years as a major enterprise provider of Hadoop-based data storage and processing solutions. Cloudera offers an Enterprise Data Hub (EDH) for its variety of operational data store, or data warehouse. The EDH is Cloudera's proprietary framework for the "information-driven enterprise" and

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focuses on "batch processing, interactive SQL, enterprise search, and advanced analytics—together with the robust security, governance, data protection, and management that enterprises require."

Questions:

1 What is data warehouse? Explain with one example.

2 Describe ETP process in detail.

3 Differentiate between OLTP and OLAP.

4 Explain different Schemas used in data warehouse.

5 Explain different OLAP operations.

6 Write a note on:

a Data Cube

b MOLAP

c ROLAP

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UNIT – II
DATA WAREHOUSE ARCHITECTURE

Objectives:

- To learn basic concepts of data warehouse and its architecture, model
- To study data loading and preprocessing techniques
- To overcome and resolve the issues of data loading into a data warehouse
- To implement data warehouse

2.0 STEPS FOR DESIGN & CONSTRUCTION OF DATA WAREHOUSE

Data warehouse design process is divided into following views. Based on views its construction is carried out. It is also known as Business Analysis Framework. The data warehouse is built under different modules called as views. The four different views regarding the design of a data warehouse must be considered:

- Top-down view,
- Data source view,
- Data warehouse view,
- Business query view.

The top down view allows gathering the information required for loading into data warehouse. The relevant information of a particular subject is to stored. It is a basic requirement for designing data warehouse.

The data source view is managed by operational systems. It allows collecting the heterogeneous collection of data. The data coming from different sources such as files, catalogues, govt. Manuals/reports are to be stored in a specified format.

The data warehouse view containing both fact and dimension table as explain in previous chapter. The business query view is similar to data views of oracle. It can be used by different users as pert the requirements. The query to be written to retrieve the data from the data warehouse such query is represented by Data Mining Query Language (DMQL). It provides data view point to the user. (Jiawei Han, 2012)

2.1 DATA WAREHOUSE ARCHITECTURE

Data warehouses architecture is as presented in Figure 2.1. It is divided into three tiers. The tiers have different tools and utilities. These tools and utilities perform a data extraction, cleaning, and transformation as well as load and refresh functions are used to update the data warehouse.

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- The bottom tier is a warehouse database server. It maintains data in a relational database system.
- Back-end tools and utilities are used to input the data/records into the bottom tier from transactional databases and other data sources.
- The external data sources are operated by different database engines or one kind of gateways. This is a program interface where data can be extracted in a specified format and operated by DBMS servers.
- A database engine or gateway uses ODBC (Open Database Connection) and OLEDB (Object Linking and Embedding Database) by Microsoft and JDBC (Java Database Connection) for handling external data source.
- Then it can be stored in data warehouse by maintaining separate database repository called as Meta data repository. It holds all kinds of storage information about data and its content in data warehouse. (Jiawei Han, 2012)
- The middle tier is an OLAP server that is implemented using a specialized database server that handles ROLAP and MOLAP data. ROLAP is responsible for handling relation databases and HOLAP is responsible for handling a data which available in arrays, flat files etc.
- The top tier is a front-end client layer, which contains query and reporting tools, analysis tools, and/or data mining tools (e.g., trend analysis, prediction, and so on).

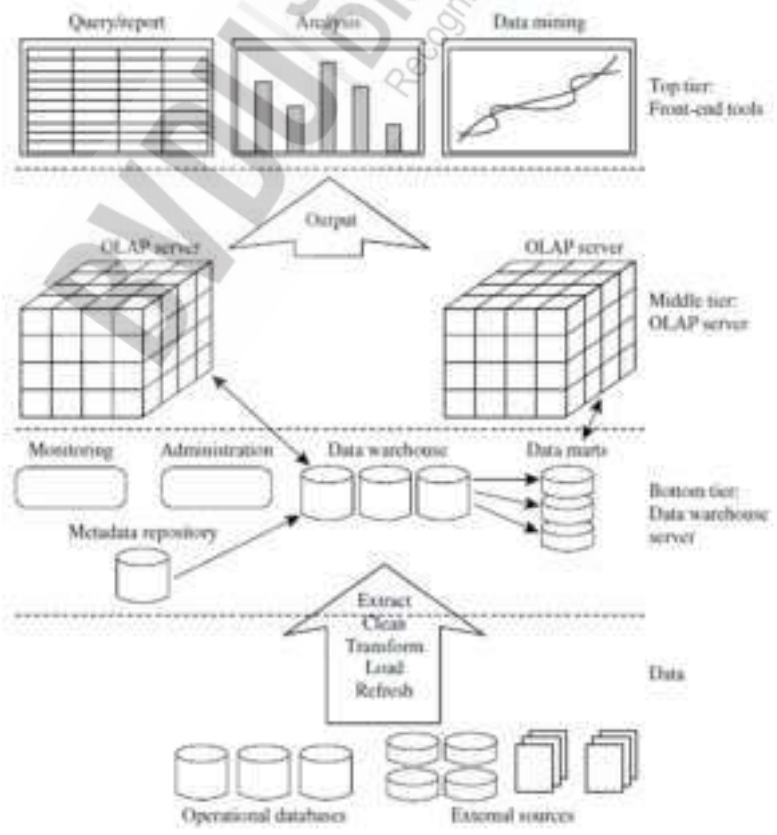

Figure 2.1: Data warehouse Architecture (Jiawei Han, 2012)

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Enterprise warehouse: An enterprise warehouse collects all of the information about subjects. It provides corporate-wide data integration from different external data sources, operational systems. It typically contains detailed data as well as summarized data and can range in size from a few GB to 100 GB, TB or beyond. An enterprise data warehouse may be implemented on traditional mainframes, computer super servers, or parallel architecture platforms. It requires extensive business modeling and may take years to design and build. (Jiawei Han, 2012)

Data mart: A data mart contains a subset of corporate-wide data that is of value to a specific group of users. The scope is confined to specific selected subjects. It is a small part of data warehouse. Data marts are usually implemented on low-cost departmental servers that are Unix/Linux or Windows based. The implementation cycle of a data mart is more likely to be measured in weeks rather than months or years. It may involve complex integration in the long run if its design and planning were not enterprise wide.

Depending on the source of data, data marts can be categorized as independent or dependent. Independent data marts are sourced from data captured from one or more operational systems or external information providers, or from data generated locally within a department or geographic area. Dependent data marts are sourced directly from enterprise data warehouses.

For example, a marketing data mart may confine its subjects to customer, item, and sales. The data contained in data marts tend to be summarized.

Metadata is simply defined as data about data. The data that is used to represent other data is known as metadata. For example, the index of a book serves as a metadata for the contents in the book. In other words, we can say that metadata is the summarized data that leads us to detailed data. In terms of data warehouse, we can define metadata as follows.

- Metadata is the road-map to a data warehouse.
- Metadata in a data warehouse defines the warehouse objects.
- Metadata acts as a directory. This directory helps the decision support system to locate the contents of a data warehouse.

Classification of Metadata

Metadata can be broadly categorized into three categories −

- **Business Metadata** − It has the data ownership information, business definition, and changing policies.
- **Technical Metadata** − It includes database system names, table and column names and sizes, data types and allowed values. Technical metadata also includes structural information such as primary and foreign key attributes and indices.
- **Operational Metadata** − It includes currency of data and data lineage. Currency of data means whether the data is active, archived, or purged. Lineage of data means the history of data migrated and transformation applied on it.

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Virtual warehouse: A virtual warehouse is a set of views over operational databases. For efficient query processing, only some of the possible summary views may be materialized. A virtual warehouse is easy to build but requires excess capacity on operational database servers. (Jiawei Han, 2012)

2.2 DATA WAREHOUSE IMPLEMENTATION

The top-down development of an enterprise warehouse serves as a systematic solution and minimizes integration problems. It is an expensive, takes a long time to develop, and lacks flexibility due to the difficulty in achieving consistency and consensus for a common data model for the entire organization.

The bottom up approach to the design, development, and deployment of independent data marts provides flexibility, low cost, and rapid return of investment. It can lead to problems when integrating various disparate data marts into a consistent enterprise data warehouse.

A recommended method for the development of data warehouse systems is to implement the warehouse in an incremental and evolutionary manner, as shown in following Figure 2.2.

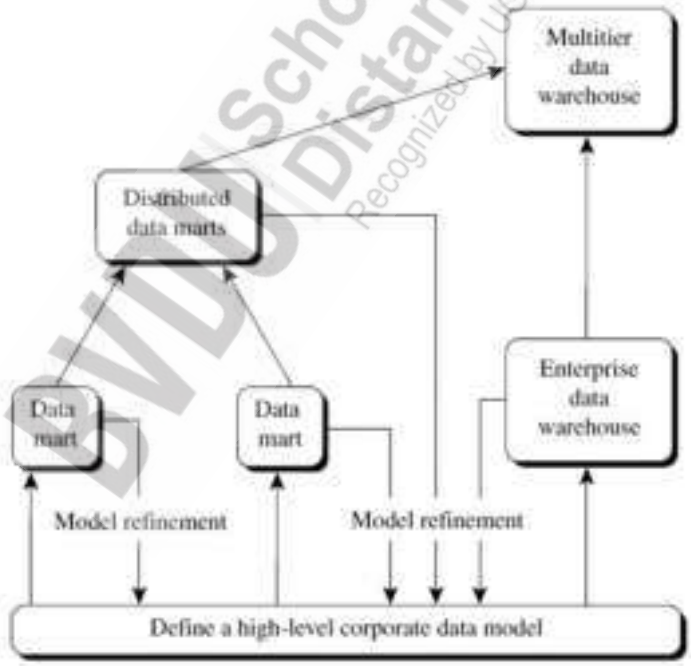

Figure 2.2: Data warehouse Implementation (Jiawei Han, 2012)

First, a high-level corporate data model is defined within a reasonably short period (such as one or two months) that provides a corporate-wide, consistent, integrated view of data among different subjects and potential usages. This high-level model, need to be refined in the further development of enterprise data warehouses and departmental data marts, will greatly reduce future integration problems.

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Second, independent data marts can be implemented in parallel with the enterprise warehouse based on the same corporate data model set noted before.

Third, distributed data marts can be constructed to integrate different data marts via hub servers.

Finally, a multitier data warehouse is constructed where the enterprise warehouse is the sole custodian of all warehouse data, which is then distributed to the various dependent data marts. (Jiawei Han, 2012)

2.3 DATA PRE-PROCESSING OVERVIEW

Data preprocessing is a technique to perform some operations on facts, raw data to convert it into a new processed data. It can be useful for further operations. It is responsible for converting raw data in a furnished data. It removes defects, errors and relevant operation to have a structured data that can be used in data mining process.

At typical processing includes data cleaning, data integration, data reduction, and data transformation operation. These operations can be applied on raw data and prepared for further processing. It is a conversion mechanism for creating processed data and loaded into data warehouse. (JNTUH-R13)

2.3.1 Need for Data Pre-Processing

Data in the real world is dirty or not in a standard format. It can be in incomplete, noisy and inconsistent form that user cannot read easily or understood. It should be processed to improve the quality of data. Then it can be used for searching and easily retrieve the required data. Data mining technique can be applied on such data to get quality results/outcome.

- If there is no quality data, it will result irrelevant data that means no quality result. If no quality result, no proper decisions would be taken care.
- If there is much irrelevant and redundant information present, then it difficult to retrieve the proper knowledge from such raw data.

Incomplete data may come from:

- "Not applicable (NA, NIL, "----")" records when collected
- The improper assumptions based on time when its was collected and done analysis.
- Human/hardware/software problems
- lacking column, field values,
- lacking certain attributes of interest, or taken important fields only
- containing only aggregate data.

e.g., PostGiven = " ".

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Noisy data (incorrect values) may come from

- Faulty data collection by the input devices
- Human or computer errors while doing data entry operations
- Errors in data transmission, conversions
- containing errors or outliers' data.

  e.g., InterestRate = "-10.98"

Inconsistent data may come from:

- Different data sources, external files
- Functional dependency violation (e.g., modify some linked data)
- containing discrepancies in codes or names.

  e.g., Age = "42" Birthday = "11/07/1981" – is it 7th month or 11th month…?

Dirty data may come from:

- Different data sources, external files
- It may come from improper assumptions, human hardware/software problems
- It doesn't contain proper format data
- Data Dirty may be one of the above cases – incomplete data, noisy data etc.,

e.g. Name of a particular thing may falls in 2-3 sub parts viz., firstname, middlename, surname, title etc.,

The name "Ramesh Sharma" is similar to "Sharma Ramesh" and so on possible cases.

2.3.2 Major Tasks in Data Pre-processing

- Data cleaning

  Fill in missing values, smooth noisy data, identify or remove outliers, and resolve inconsistencies
- Data integration

  Integration of multiple databases, data cubes, or files
- Data transformation

  Normalization and aggregation
- Data reduction

  Obtains reduced representation in volume but produces the same or similar analytical results

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- Data discretization

  Part of data reduction but with importance, especially for numerical data

  Following figure 2.3 shows the different forms of data pre processing techniques.

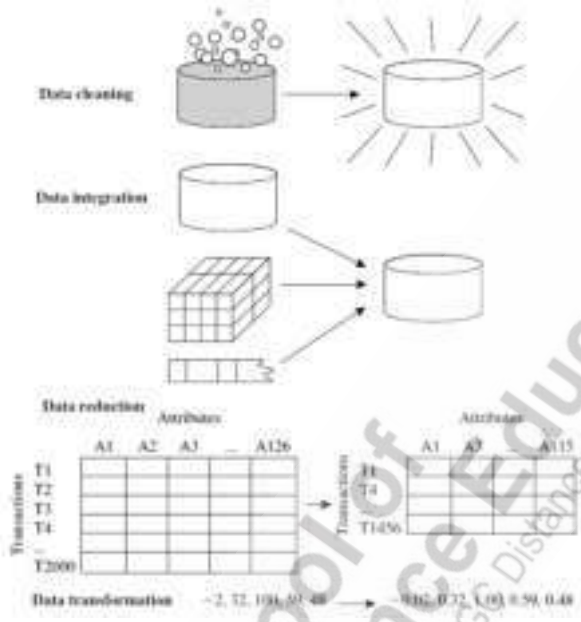

Figure 2.3 Forms of data pre-processing (Jiawei Han, 2012)

2.3.3 Data Cleaning

Data cleaning process fills missing values, incomplete data by replacing some logical values which will turn in smooth out noisy data. This process identifies outliers, and corrects the inconsistencies in the data. There are various methods for handling such problems:

a) Missing Values

Following are some techniques to handle missing values before loading into a data warehouse. It includes:

i **Ignoring the tuple:** This is can be done, when we don't have proper label highlighting the information of certain case. The category of data is not specified by some values, means its missing. If it happens with most of the column values, then ignoring such columns will lose data quality. Then it is not an effective technique to ignore most of the data.

ii **Filling Missing Data (Manually):** Sometimes it may be possible to fill some column values manually. Filling missing data in a column will be based on past entries of respective column values. It is an assumed data to be entered manually to the respective columns. It is a

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time-consuming process. It is not suitable for filling missing data in some cases where past data is not relevant.

iii **Use of global constant:** It can be possible to replace all missing values by some constants. The constant assumption must be specified before replacing it with missing values. For example, if column values are "unknown", "NA", or "—" then we can replace it by a global constant.

iv In some situation, data can be classified based on its past entries and the missing values can be replaced by taking its mean or mode values.

v The missing values can be studied based on previous entries and applied data regression, Bayesian technique or decision tree induction to replace missing values.

b) Noisy data:

Noise is a random error or variance in a measured variable. Data smoothing technique can be used for removing noisy data.

Following are data smoothing techniques:

i. **Bing methods:** Binning method is used to smooth a sorted data value by consulting its neighbourhood", or values around it. The sorted values are divided into a number of 'buckets', or bins. Because binning methods consult the neighbourhood of values, they perform local smoothing.

In this technique

- First given data is sorted in ascending or descending order
- Then the sorted list partitioned into equi-depth of bins (equal part)
- Then one can smooth by bin means, smooth by bin median, smooth by bin boundaries, etc.

a. **Smoothing by bin means:** Each value in the bin is replaced by the mean value of the bin.

b. **Smoothing by bin medians:** Each value in the bin is replaced by the bin median.

c. **Smoothing by boundaries:** The min and max values of a bin are identified as the bin boundaries. Each bin value is replaced by the closest boundary value.

ii. **Clustering:** Outliers in the data may be detected by clustering, where similar valuenins are organized into groups, or clusters. Values that fall outside of the set of clusters may be considered outliers.

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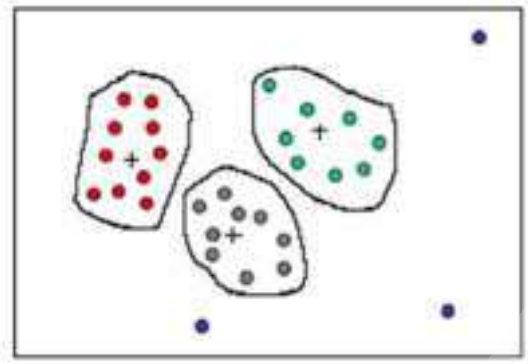

Figure 2.4 Clustering (JNTUH-R13)

iii. **Regression:** smooth by fitting the data into regression functions.

Linear regression involves finding the best of line to fit two variables, so that one variable can be used to predict the other.

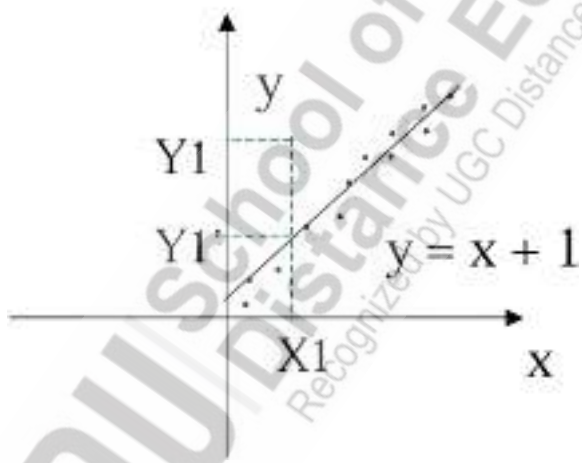

Figure 2.5 Linear Regression Graph (JNTUH-R13)

Multiple linear regression is an extension of linear regression, where more than two variables are involved and the data are fit to a multidimensional surface. Using regression to find a mathematical equation to fit the data helps smooth out the noise.

iv. **Rule Specification:** To update the noisy data, we need to specify some rules for each value of a given attribute by verifying it. Null Value adjustments care should be taken by defining the rule.

2.3.4 Data Integration and Transformation

a) Data Integration

It combines data from multiple sources into a central store. There are number of issues to consider during data integration.

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Issues:

i. **Schema integration:** refers integration of metadata from different sources.

ii. **Entity identification problem:** Identifying entity in one data source similar to entity in another table.

For example, customer_id in one data source and customer_no in another data source refer to the same entity

iii. **Detecting and resolving data value conflicts:** Attribute values from different sources can be different due to different representations, different scales.

E.g. metric vs. British units

iv. **Redundancy:** It is another issue while performing data integration. Redundancy can occur due to the following reasons:

- Object identification: The same attribute may have different names in different data source
- Derived Data: one attribute may be derived from another attribute.

b) Data Transformation

Data transformation can involve the following:

i. **Smoothing:** which works to remove noise from the data

ii. **Aggregation:** where summary or aggregation operations are applied to the data. For example, daily sales data may be aggregated to compute weekly and annual total scores.

iii. **Generalization of the data:** where low-level or "primitive" (raw) data are replaced by higher-level concepts using concept hierarchies.

For example, categorical attributes, like street, can be generalized to higher-level concepts, like city or country.

iv. **Normalization:** where the attribute data are scaled to fall within a small specified range, such as -1.0 to 1.0, or 0.0 to 1.0.

v. **Attribute construction (feature construction):** this is where new attributes are constructed and added from the given set of attributes to help the mining process.

2.3.5 Data Reduction techniques

This technique can be applied to obtain a reduced representation of the data set. In a smaller volume by maintain integrity of original data. Data reduction includes:

a. **Data cube aggregation,** where aggregation operations are applied to the data in the construction of a data cube.

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b. **Attribute subset selection,** where irrelevant, weakly relevant or redundant attributes or dimensions may be detected and removed.

c. **Dimensionality reduction,** where encoding mechanisms are used to reduce the data set size. It includes Wavelet Transforms Principal Components Analysis

d. **Numerosity reduction,** where the data are replaced or estimated by alternative, smaller data representations such as parametric models or nonparametric methods such as clustering, sampling, and the use of histograms.

e. **Discretization and concept hierarchy generation,** where raw data values for attributes are replaced by ranges or higher conceptual levels. Data Discretization is a form of numerosity reduction that is very useful for the automatic generation of concept hierarchies. (JNTUH-R13)

2.4 DATA CUBE AGGREGATION:

It reduce the data to the concept level needed in the analysis. The queries regarding aggregated information should be answered using data cube when possible. Data cubes store multidimensional aggregated information. The following figure 2.6 shows a data cube for multidimensional analysis of sales data with respect to annual sales per item type for each branch.

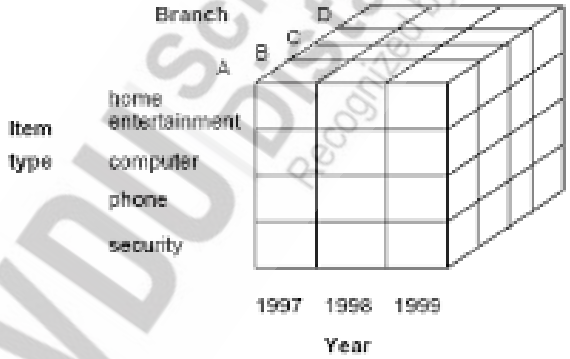

Figure 2.6 Cube Structure (JNTUH-R13)

Each cell holds an aggregate data value, corresponding to the data point in multidimensional space. The following database consists of sales per quarter for the years 1997-1999.

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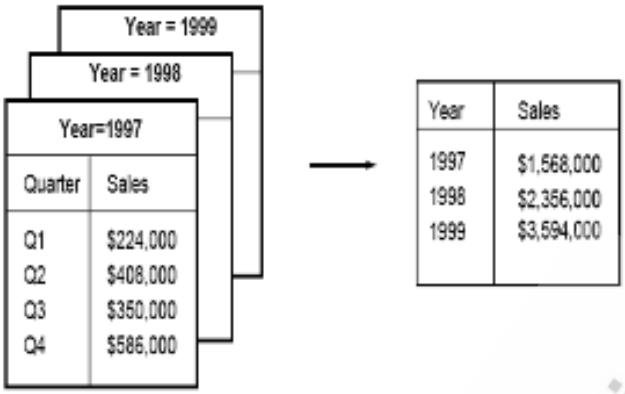

Figure 2.7 Levels of Abstraction in Data Cube (JNTUH-R13)

Suppose, the analyzer interested in the annual sales rather than sales per quarter, the above data can be aggregated so that the resulting data summarizes the total sales per year instead of per quarter. The resulting data is in smaller in volume, without loss of information necessary for the analysis task. (JNTUH-R13)

2.5 DIMENSIONALITY REDUCTION

It reduces the data set size by removing irrelevant attributes. This is a method of attribute subset selection are applied.

a. Curse of dimensionality
   - i. When dimensionality increases, data becomes increasingly sparse
   - ii. Density and distance between points, which is critical to clustering, outlier analysis, becomes less meaningful
   - iii. The possible combinations of subspaces will grow exponentially

b. Dimensionality reduction
   - i. Avoid the curse of dimensionality
   - ii. Help to eliminate irrelevant features and reduce noise
   - iii. Reduce time and space required in data mining
   - iv. Allow easier visualization

c. Dimensionality reduction techniques
   - i. Principal component analysis
   - ii. Singular value decomposition
   - iii. Supervised and nonlinear techniques (e.g., feature selection)

2.6 NUMEROSITY REDUCTION

Data volume can be reduced by choosing alternative smaller forms of data. It can be

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- Parametric method
- Non parametric method

Parametric: Assume the data fits some model, then estimate model parameters, and store only the parameters, instead of actual data.

Non parametric: In which histogram, clustering and sampling is used to store reduced form of data. Apart from method, numerosity reduction having techniques:

a. Regression and log linear models:

i. Can be used to approximate the given data

ii. In linear regression, the data are modelled to fit a straight-line using

$Y = \alpha + \beta X$,

where α, β are coefficients

iii. Multiple regression: $Y = b0 + b1\ X1 + b2\ X2$.

Many nonlinear functions can be transformed into the above.

iv. Log-linear model: The multi-way table of joint probabilities is approximated by a product of lower-order tables.

v. Probability: $P(a, b, c, d) = \alpha\ ab\ \beta\ ac\ \gamma\ ad\ \delta\ bcd$

b. Histogram

i. Divide data into buckets and store average (sum) for each bucket. A bucket represents an attribute-value/frequency pair

ii. It can be constructed optimally in one dimension using dynamic programming.

iii. It divides up the range of possible values in a data set into classes or groups. For each group, a rectangle (bucket) is constructed with a base length equal to the range of values in that specific group, and an area proportional to the number of observations falling into that group.

iv. The buckets are displayed in a horizontal axis while height of a bucket represents the average frequency of the values.

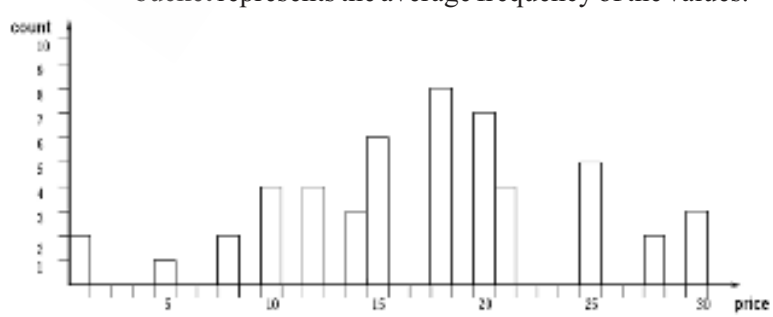

Figure 2.8 Histogram Sample (JNTUH-R13)

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Histograms are highly effective at approximating both sparse and dense data, as well as highly skewed, and uniform data.

c. **Clustering techniques** consider data tuples as objects. They partition the objects into groups or clusters, so that objects within a cluster are "similar" to one another and "dissimilar" to objects in other clusters. Similarity is commonly defined in terms of how "close" the objects are in space, based on a distance function.

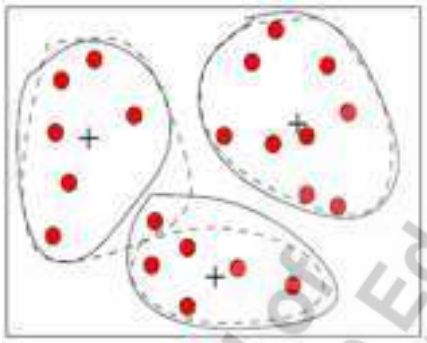

Figure 2.10 Clustering (JNTUH-R13)

Quality of clusters measured by their diameter (max distance between any two objects in the cluster) or centroid distance (avg. distance of each cluster object from its centroid)

d. **Sampling**

Sampling can be used as a data reduction technique since it allows a large data set to be represented by a much smaller random sample (or subset) of the data. Suppose that a large data set, D, contains N tuples. Let's have a look at some possible samples for D.

i. **Simple random sample without replacement (SRSWOR) of size n**: This is created by drawing n of the N tuples from D (n < N), where the probably of drawing any tuple in D is 1=N, i.e., all tuples are equally likely.

ii. **Simple random sample with replacement (SRSWR) of size n:** This is similar to SRSWOR, except that each time a tuple is drawn from D, it is recorded and then replaced. That is, after a tuple is drawn, it is placed back in D so that it may be drawn again.

iii. **Cluster sample:** If the tuples in D are grouped into M mutually disjoint "clusters", then a SRS of m clusters can be obtained, where m < M.

For example, tuples in a database are usually retrieved a page at a time, so that each page can be considered a cluster.

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A reduced data representation can be obtained by applying, say, SRSWOR to the pages, resulting in a cluster sample of the tuples.

iv. **Stratified sample:** If D is divided into mutually disjoint parts called "strata", a stratified sample of D is generated by obtaining a SRS at each stratum. This helps to ensure a representative sample, especially when the data are skewed.

For example, a stratified sample may be obtained from customer data, where stratum is created for each customer age group.

The age group having the smallest number of customers will be sure to be represented.

An advantage of sampling for data reduction is that the cost of obtaining a sample is proportional to the size of the sample, n, as opposed to N, the data set size. Hence, sampling complexity is potentially sub-linear to the size of the data. When applied to data reduction, sampling is most commonly used to estimate the answer to an aggregate query. (JNTUH-R13)

2.7 DISCRETIZATION AND CONCEPT HIERARCHIES

Discretization:

- Data Discretization techniques can be used to reduce the number of values for a given continuous attribute, by dividing the range of the attribute into intervals.
- Interval labels can then be used to replace actual data values.

Concept Hierarchy

- A concept hierarchy for a given numeric attribute defines a Discretization of the attribute.
- Concept hierarchies can be used to reduce the data by collecting and replacing low level concepts (such as numeric values for the attribute age) by higher level concepts (such as young, middle-aged, or senior).
- A concept hierarchy defines a sequence of mappings from set of low-level concepts to higher-level, more general concepts.
- It organizes the values of attributes or dimension into gradual levels of abstraction. They are useful in mining at multiple levels of abstraction

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Questions:

1. Explain data warehouse architecture.
2. Explain different components of data warehouse architecture.
3. What is Data Preprocessing? Explain its different techniques.
4. Explain the process of data cleaning with example.
5. Write a note on:
   a. Data discretization
   b. Concept Hierarchy
   c. Data Reduction

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UNIT – III
INTRODUCTION TO DATA MINING

Objectives:

To learn basic concepts of data mining and its functionalities

To study data mining classification and mining task primitives

To study different issues and data retrieval in data mining

To study the applicability of data mining

3.0 FUNDAMENTALS OF DATA MINING

Data mining is a retrieval of knowledge from large amounts of data. It retrieves the important pattern from data warehouse. Data mining also referred as knowledge mining. It is a knowledge discovery from database. It is a computational process of discovering patterns from a large data set. Its involving different methods of artificial intelligence, machine learning, statistics, and database systems.

Example:

Data Mining can be applicable in following scenarios:

- Studying the profile of Credit Card Holders
- Living standards of Heart Attack Patients
- Buying Behavior of Middle-Class People
- Seasonal expenses made by people
- Medical Diagnosis

In above examples, mining plays an analytical role, to study or retrieve the data/reports based on past data about 5 – 6 years of certain case. It will generate a new kind of information about thinking a certain situation and retrieving the most probable knowledge. This knowledge will be helpful for further decisions where the same situation arises.

Data Mining supports in applying marketing strategies about certain non – moving products in a shopping mall. It can be applicable in Medical Diagnosis where doctors can give the prescriptions based on history of patient's diseases.

The basic task of data mining is to retrieve the knowledge from a large data set and convert it into in an understandable format for further use. It can be helpful in extracting the information. The key properties of data mining are

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- Extraction of knowledge or pattern
- Outcome Prediction
- Knowledge Intelligence
- Retrieval and focus based on large data set

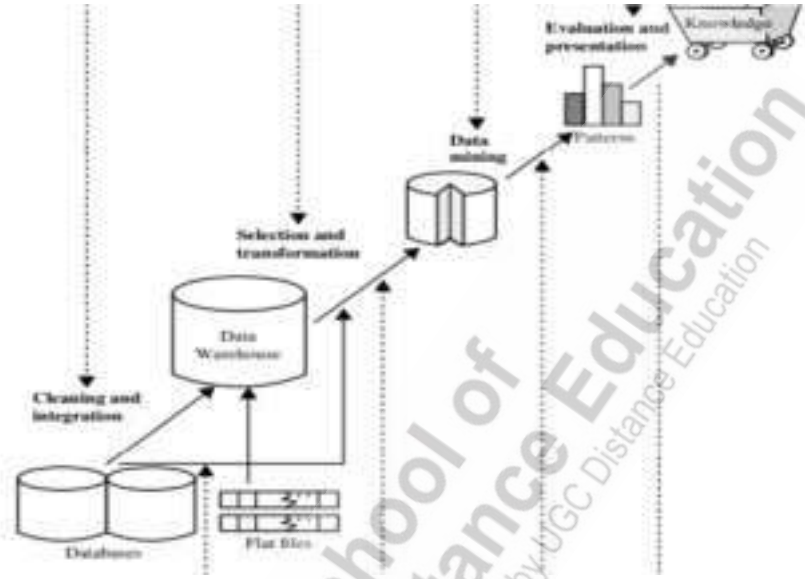

Figure 3.1 KDD Process (Jiawei Han, 2012)

Knowledge Discovery of Data (KDD)

Knowledge discovery as a process is depicted in figure 3.1 and consists of an iterative sequence of the following steps:

i. Data cleaning: to remove noisy data irrelevant data and dirty data

ii. Data integration: where multiple data sources may be combined

iii. Data selection: where relevant data can be used for easy retrieval from large data set

iv. Data transformation: where data is transformed in an appropriate format, applying standard data transformation technique by performing summary or aggregation operations

v. Data mining: an essential process where different set of algorithms are used to retrieve the relevant information or extraction of data patterns – knowledge

vi. Pattern evaluation: to identify an interesting pattern representing knowledge based on selective measures, intelligence

vii. Knowledge presentation: where visualization and knowledge representation techniques are used to present the mined knowledge to the user, representation data in a user understandable format.

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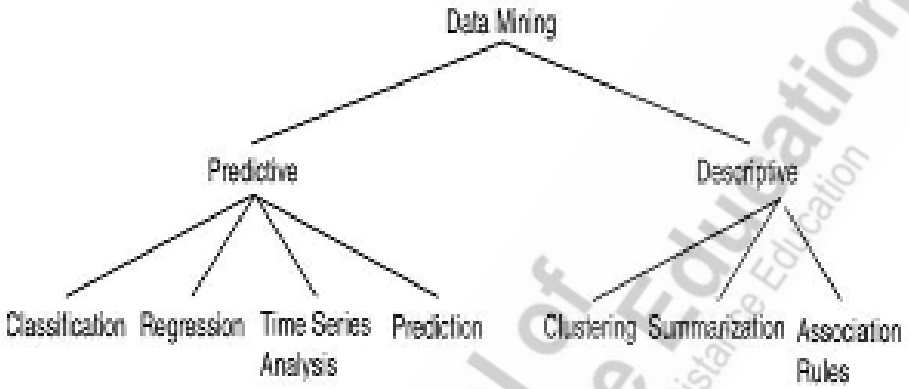
3.1 DATA MINING FUNCTIONALITIES

Data mining functionalities are used to retrieve a different type of patterns in data mining tasks.

The data mining tasks can be classified into two categories:

- **Descriptive:** Mining tasks based on similar kind of data and evaluation is based on aggregate data.
- **Predictive:** Mining tasks based on prediction and evaluation is based on statistical relevance data.



3.1.1 Concept/class description: characterization and discrimination

Data can be associated with classes or concepts. It describes a given set of data in a concise manner, aggregation and presenting an interesting pattern of the data. These descriptions can be derived via

- data characterization, by summarizing the data of the class under study
- data discrimination, by comparison of the target class with one or a set of comparative classes
- Both data characterization and discrimination.

3.1.2 Data characterization

It is a summarization of the general characteristics or features of a target class of data.

Example:

A data mining system should be able to produce a description summarizing the characteristics of a student who has obtained more than 75% in every exam; the result could be a general profile of the student.

3.1.3 Data Discrimination

It is a comparison of the general features of target class data objects with the general features of objects from one or a set of contrasting classes. Data discrimination cab be presented in different ways, pie chart, bar chart, curves or

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multidimensional data cube/tables. Data discrimination can be expressed by defining rules to generate pattern. The pattern represents the relations between data objects.

Example

Based on performance of the students in exam semester, one can easily have a detailed description about the student profile. The performance can be expressed on various parameters. This information is called data discrimination.

3.1.4 Mining Frequent Patterns, Association and Correlations

It is the discovery of association rules showing attribute-value conditions that occur frequently together in each set of data. Association rules are used to show a relationship between data items. A Pattern is that frequently occurs in a data set.

The Support (s) for an association rule X➔ Y is the percentage of transactions in the database that contains X ➔ Y.

Confidence or strength (α) for an association rule X ➔ Y is the ratio of the number of transactions that contain $X \cup Y$ to the number of transactions that contain X.

The support count is absolute support while probability of support count is relative support. Consider following set of transaction where transaction id 10 containing items A, B, C and so on.

Transaction-id	Items bought
10	A, B, C
20	A, C
30	A, D
40	B, E, F

Table 3.1: Transaction Details

In general, support and confidence can be defined as:

Support(X=>Y) =P(XUY)

Confidence(X=>Y) =P(Y/X)

=P (XUY)/P(X)

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Transaction-id	Items bought
10	A, B, C
20	A, C
30	A, D
40	B, E, F

Frequent pattern	Support
{A}	75%
{B}	50%
{C}	50%
{A, C}	50%

Table 3.2: Computation of Support and Confidence

For rule $A \Rightarrow C$:

Support = support({A} ∪ {C}) = 50%

Confidence = support({A} ∪ {C}) support({A}) = 50% divided by 75% ➔ 66.6%

Here, {A} ∪ {B} ➔ 50% shown in above table as last row

And {A} ➔ 75% shown in above table as a first row

We will see another example, which illustrates the concept of Support and Confidence.

Consider an example of a super market. There are 1000 customers purchased different items. It includes soap, washing powder, shampoo, conditioners, biscuits, and so on.

Let us find out Support and Confidence of any two items. In our case say, we are finding the support and confidence for two items – shampoo and conditioners. It is because of most of the customers brought these two items frequently.

From 1000 transactions, 200 transactions containing shampoo item and 300 transactions containing conditioner. In 300 transactions, 100 transactions included shampoo and conditioner item brought together. Based on this data, we will compute support and confidence.

Support

Support is the default popularity of any item. You can calculate the Support by the following formula. In our example,

Support (Shampoo) = (Transactions involving Shampoo) / (Total Transactions)

= 200/1000

= 20%

Confidence

You can calculate the Confidence by the following formula. In our example,

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Confidence = (Transactions involving both Conditioner and Shampoo) /
(Total Transactions involving Shampoo)
= 100/200
= 50%

It says that 50% of customers who bought Conditioner and Shampoo as well.

3.1.5 Classification:

- It predicts categorical class labels
- It classifies data (constructs a model) based on the training set and the values (class labels) in a classifying attribute and uses it in classifying new data
- Typical Applications
  - o credit approval
  - o target marketing
  - o medical diagnosis
  - o treatment effectiveness analysis

It can be defined as the process of designing a model based on different or similar kind of classes. It will classify a categorical data in a different class. The classes are grouped together in a particular class label. This design model can be used to analysis a set of training data. It can be helpful in predicting future values.

Example:

An airport security screening station is used to deter mine if passengers are potential terrorist or criminals. To do this, the face of each passenger is scanned and its basic pattern (distance between eyes, size, and shape of mouth, head etc) is identified. This pattern is compared to entries in a database to see if it matches any patterns that are associated with known offenders

3.1.6 Prediction:

Prediction is one of the classification techniques, through which we can predict the situation based on past relevant data. The classification and prediction are based on each other. Using classification data, we can easily retrieve the similar kind of data and this can be helpful in retrieving future predictions.

Example:

Predicting share market status of particular shares is difficult problem. One approach is to study entirely the status of the particular shares and its share values in last week, month, past year. The status of current economy and relevant business strategies also studied. By considering these entire parameters one can easily predict the future growth of a particular share can be determined. It will

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highlights / predicts the profit or loss of a particular share values. The prediction must be made with respect to the time the data were collected.

3.1.7 Classification vs. Prediction

- Classification and prediction are relevant to each other and it differs in some cases.
- Classification is based on constructing a set of models based on some similar kind of data. It groups different set of data of similar kind.
- Prediction can be applicable on classification data. It will predict some missing/unavailable data values.
- Prediction can identify outliers. Classification can group dissimilar kind of data.

3.1.8 Clustering analysis

Clustering analyzes data objects without considering a specific class or category. The objects are clubbed together in a particular category even though it may have similar attributes or dissimilar attributes. Based on attribute values, its ca be classified. This classification is called clustering. Each cluster is formed as a class of objects. Clustering facilitates the organization of different set of observations into a structure it may be hierarchy of classes. This will group similar events together and dissimilar into different groups.

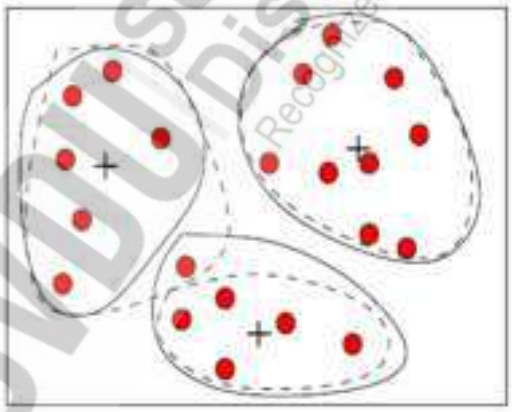

Figure 3.3 Clustering (JNTUH-R13)

Example:

In shopping mall, the different products are grouped together in a particular shelf. The soap section may contain different kinds of soap products, it may include shampoo, conditioners, bathing soap as well washing soaps. In grocery section, it is a cluster of some dissimilar products. In dress material section, it contains all kinds of dress material including shirts, trousers and other. It may be called a cluster of dress materials which is clubbed together for easy accession to the customers. In geographical section the land is divided into different region. It is a

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second type of cluster where buildings having one cluster and other land region is another cluster.

3.1.9 Classification vs. Clustering

- In classification you have a set of predefined classes and the objects are combined in that group which it belongs to. There is exact similarity exists between the objects.

  It's a supervised learning.

- In clustering, you don't have a set of predefined classes as in classification. The objects are grouped together based on attribute of objects. There is no exact similarity exist between the objects. It's an unsupervised learning.

3.1.10 Outlier analysis:

A database may contain data objects that do not comply with general model of data. These data objects are outliers. In other words, the data objects which do not fall within the cluster will be called as outlier data objects. Noisy data or exceptional data are also called as outlier data. The analysis of outlier data is referred to as outlier mining.

Example:

Outlier analysis may uncover fraudulent usage of credit cards by detecting purchases of extremely large amounts for a given account number in comparison to regular charges incurred by the same account. Outlier values may also be detected with respect to the location and type of purchase, or the purchase frequency.

Data mining functionalities in short explained in following table

Generalization	**Association and Co - relation Analysis**

■ Information integration and data warehouse construction
  ■ Data cleaning, transformation, integration, and multidimensional data model
■ Data cube technology
  ■ Scalable methods for computing (i.e., materializing) multidimensional aggregates
  ■ OLAP (online analytical processing)
■ Multidimensional concept description: Characterization and discrimination
	■ Frequent patterns (or frequent itemsets)
	  ■ What items are frequently purchased together in your Walmart?
	■ Association, correlation vs. causality
	  ■ A typical association rule
	  ■ Diaper → Beer [0.5%, 75%] (support, confidence)
	  ■ Are strongly associated items also strongly correlated?
	■ How to mine such patterns and rules efficiently in large datasets?
	■ How to use such patterns for classification, clustering, and other applications?

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■ Generalize, summarize, and contrast data characteristics, e.g., dry vs. wet region	

Classification
■ Classification and label prediction
  ■ Construct models (functions) based on some training examples
  ■ Describe and distinguish classes or concepts for future prediction
  ■ E.g., classify countries based on (climate), or classify cars based on (gas mileage)
  ■ Predict some unknown class labels
■ Typical methods
  ■ Decision trees, naïve Bayesian classification, support vector machines, neural networks, rule-based classification, pattern-based classification, logistic regression, …
■ Typical applications:
  ■ Credit card fraud detection, direct marketing, classifying stars, diseases, web-pages, …
	Cluster Analysis
	■ Unsupervised learning (i.e., Class label is unknown)
	■ Group data to form new categories (i.e., clusters), e.g., cluster houses to find distribution patterns
	■ Principle: Maximizing intra-class similarity & minimizing interclass similarity
	■ Many methods and applications
	
	Outlier Analysis
	■ Outlier: A data object that does not comply with the general behavior of the data
	■ Noise or exception? — One person's garbage could be another person's treasure
	■ Methods: by product of clustering or regression analysis …
	■ Useful in fraud detection, rare events analysis

3.2 CLASSIFICATION OF DATA MINING SYSTEMS

There are many data mining systems available or being developed. Some are specialized systems dedicated to a given data source or are confined to limited data mining functionalities, other are more versatile and comprehensive.

Data mining systems can be categorized according to various criteria among other classification are the following:

a. **Classification according to the type of data source mined:** this classification categorizes data mining systems according to the type of data handled such as spatial data, multimedia data, time-series data, text data, World Wide Web, etc.

b. **Classification according to the data model drawn on:** this classification categorizes data mining systems based on the data model involved such as

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relational database, object-oriented database, data warehouse, transactional, etc.

c. **Classification according to the king of knowledge discovered:** this classification categorizes data mining systems based on the kind of knowledge discovered or data mining functionalities, such as characterization, discrimination, association, classification, clustering, etc. Some systems tend to be comprehensive systems offering several data mining functionalities together.

d. **Classification according to mining techniques used:** Data mining systems employ and provide different techniques. This classification categorizes data mining systems according to the data analysis approach used such as machine learning, neural networks, genetic algorithms, statistics, visualization, database oriented or data warehouse-oriented, etc. The classification can also take into account the degree of user interaction involved in the data mining process such as query-driven systems, interactive exploratory systems, or autonomous systems. A comprehensive system would provide a wide variety of data mining techniques to fit different situations and options, and offer different degrees of user interaction.

3.3 DATA MINING TASK PRIMITIVES

a. **Task-relevant data:** This primitive specifies the data upon which mining is to be performed. It involves specifying the database and tables or data warehouse containing the relevant data, conditions for selecting the relevant data, the relevant attributes or dimensions for exploration, and instructions regarding the ordering or grouping of the data retrieved.

b. **Knowledge type to be mined:** This primitive specifies the specific data mining function to be performed, such as characterization, discrimination, association, classification, clustering, or evolution analysis. As well, the user can be more specific and provide pattern templates that all discovered patterns must match. These templates or meta patterns (also called meta rules or meta queries), can be used to guide the discovery process.

c. **Background knowledge:** This primitive allows users to specify knowledge they have about the domain to be mined. Such knowledge can be used to guide the knowledge discovery process and evaluate the patterns that are found. Of the several kinds of background knowledge, this chapter focuses on concept hierarchies.

d. **Pattern interestingness measure:** This primitive allows users to specify functions that are used to separate uninteresting patterns from knowledge and may be used to guide the mining process, as well as to evaluate the discovered patterns. This allows the user to confine the number of uninteresting patterns returned by the process, as a data mining process may generate a large number of patterns. Interestingness measures can be specified for such pattern characteristics as simplicity, certainty, utility and novelty.

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e. **Visualization of discovered patterns:** This primitive refers to the form in which discovered patterns are to be displayed. In order for data mining to be effective in conveying knowledge to users, data mining systems should be able to display the discovered patterns in multiple forms such as rules, tables, cross tabs (cross-tabulations), pie or bar charts, decision trees, cubes or other visual representations.

3.4 INTEGRATION OF A DATA MINING SYSTEM WITH A DATABASE OR A DATA WAREHOUSE SYSTEM,

The differences between the following architectures for the integration of a data mining system with a database or data warehouse system are as follows.

a. **No coupling:**

The data mining system uses sources such as flat files to obtain the initial data set to be mined since no database system or data warehouse system functions are implemented as part of the process. Thus, this architecture represents a poor design choice.

b. **Loose coupling:**

The data mining system is not integrated with the database or data warehouse system beyond their use as the source of the initial data set to be mined, and possible use in storage of the results. Thus, this architecture can take advantage of the flexibility, efficiency and features such as indexing that the database and data warehousing systems may provide. However, it is difficult for loose coupling to achieve high scalability and good performance with large data sets as many such systems are memory-based.

c. **Semi tight coupling:**

Some of the data mining primitives such as aggregation, sorting or pre computation of statistical functions are efficiently implemented in the database or data warehouse system, for use by the data mining system during mining-query processing. Also, some frequently used inter mediate mining results can be pre computed and stored in the database or data warehouse system, thereby enhancing the performance of the data mining system.

d. **Tight coupling:**

The database or data warehouse system is fully integrated as part of the data mining system and thereby provides optimized data mining query processing. Thus, the data mining sub system is treated as one functional component of an information system. This is a highly desirable architecture as it facilitates efficient implementations of data mining functions, high system performance, and an integrated information processing environment

From the descriptions of the architectures provided above, it can be seen that tight coupling is the best alternative without respect to technical or implementation

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issues. However, as much of the technical infrastructure needed in a tightly coupled system is still evolving, implementation of such a system is non-trivial. Therefore, the most popular architecture is currently semi tight coupling as it provides a compromise between loose and tight coupling.

3.5 DATA MINING ARCHITECTURE

Data Mining is the process of discovering interesting Knowledge from large amounts of data stored in data bases, data warehouses or other information repositories (Jiawei Han, 2012)

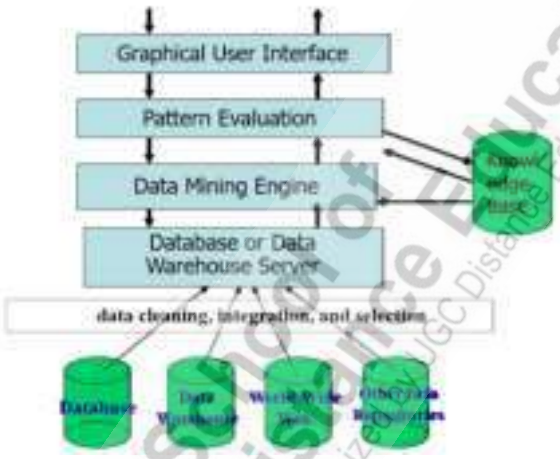

Figure 3.4: Data Mining Architecture (Jiawei Han, 2012)

The architecture of a typical data mining system may have the following major components

- Database, Data warehouse, World wide web or other information repository-Data cleaning and data integration techniques may be performed on the data
- Database or Data Warehouse Server-It is responsible for fetching the relevant data based on the user's data mining request.
- Data mining Engine-It consists of a set of functional modules for task such as characterization, association and correlation analysis classification, prediction cluster analysis, outlier analysis etc
- Knowledge base – It is the domain knowledge used to guide the search or evaluate the interestingness of resulting patterns
- Pattern evolution module- It applies interestingness measures to filter out discovered patterns
- Graphical User Interface- user can specify a data mining query

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3.6 MAJOR ISSUES IN DATA MINING

Major issues in data mining is regarding mining methodology, user interaction, performance, and diverse data types

a. Mining methodology and user-interaction issues:

- **Mining different kinds of knowledge in databases:** Since different users can be interested in different kinds of knowledge, data mining should cover a wide spectrum of data analysis and knowledge discovery tasks, including data characterization, discrimination, association, classification, clustering, trend and deviation analysis, and similarity analysis. These tasks may use the same database in different ways and require the development of numerous data mining techniques.
- **Interactive mining of knowledge at multiple levels of abstraction:** Since it is difficult to know exactly what can be discovered within a database, the data mining process should be interactive.
- **Incorporation of background knowledge:** Background knowledge, or information regarding the domain under study, may be used to guide the discovery patterns. Domain knowledge related to databases, such as integrity constraints and deduction rules, can help focus and speed up a data mining process, or judge the interestingness of discovered patterns.
- **Data mining query languages and ad-hoc data mining:** Knowledge in Relational query languages (such as SQL) required since it allow users to pose ad-hoc queries for data retrieval.
- **Presentation and visualization of data mining results:** Discovered knowledge should be expressed in high-level languages, visual representations, so that the knowledge can be easily understood and directly usable by humans
- **Handling outlier or incomplete data:** The data stored in a database may reflect outliers: noise, exceptional cases, or incomplete data objects. These objects may confuse the analysis process, causing over fitting of the data to the knowledge model constructed. As a result, the accuracy of the discovered patterns can be poor. Data cleaning methods and data analysis methods which can handle outliers are required.
- **Pattern evaluation:** refers to interestingness of pattern: A data mining system can uncover thousands of patterns. Many of the patterns discovered may be uninteresting to the given user, representing common knowledge or lacking novelty. Several challenges remain regarding the development of techniques to assess the interestingness of discovered patterns,

b. Performance issues. These include efficiency, scalability, and parallelization of data mining algorithms.

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- **Efficiency and scalability of data mining algorithms:** To effectively extract information from a huge amount of data in databases, data mining algorithms must be efficient and scalable.
- **Parallel, distributed, and incremental updating algorithms:** Such algorithms divide the data into partitions, which are processed in parallel. The results from the partitions are then merged.

c. Issues relating to the diversity of database types

- **Handling of relational and complex types of data:** Since relational databases and data warehouses are widely used, the development of efficient and effective data mining systems for such data is important.
- **Mining information from heterogeneous databases and global information systems:** Local and wide-area computer networks (such as the Internet) connect many sources of data, forming huge, distributed, and heterogeneous databases. The discovery of knowledge from different sources of structured, semi-structured, or unstructured data with diverse data semantics poses great challenges to data mining.

3.7 APPLICATIONS OF DATA MINING

Following are the some of the areas where Data Mining plays vital role.

- Web page analysis: from web page classification, clustering to PageRank & HITS algorithms
- Collaborative analysis & recommender systems
- Basket data analysis to targeted marketing
- Biological and medical data analysis: classification, cluster analysis (microarray data analysis), biological sequence analysis, biological Pattern analysis
- Data mining and software engineering, Networking
- From major dedicated data mining systems/tools (e.g., SAS, MS SQL-Server Analysis Manager, Oracle Data Mining Tools) to invisible data mining

Questions:

1. Explain KDD process in detail.
2. Explain different functionalities of Data Mining.
3. Describe different data mining task primitives.
4. What are the different issues in data mining? Explain.
5. Write a note on:
   a. Data Mining
   b. Data Mining Applications

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UNIT – IV
MINING ASSOCIATION RULES

Objectives:

To learn basic concepts of association rule mining

To study the data support and confidence in frequent itemsets

To study Apriori algorithm to retrieve the most frequent itemsets from a large data set and its applicability in business

4 BASIC CONCEPTS

Association Rule

Association rules are used to show relationship between data items. It is based on the frequent pattern. Frequent pattern is a set of items, subsequences, substructures, etc. that occurs frequently in a data set. Frequent pattern raise the questions as:

What products were often purchased together?

- Beer and diapers, Milk and Butter/Bread

What products are purchased one after other?

- PC followed by digital camera
- TV set followed by VCD player

- Is there a structure defining relationships in the items purchased?
- What kinds of DNA are sensitive to this new drug?
- Can we automatically classify web documents?

To answer these questions, we need to have a concept of Association that exhibit a relationship between two items.

Association rule mining:

To find out frequent patterns, associations, correlations, or causal structures among sets of items or objects in transaction databases, relational databases, and other information repositories. Association rule mining can be applicable in Basket data analysis, cross-marketing, catalog design, clustering, classification, Shopping Mall Shelf arrangements, etc.

4.1 MARKET BASKET ANALYSIS

Frequent itemset mining leads to the discovery of an associations and

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correlations among items in large data sets. The data continuously uploaded into data warehouse by adding data from different data marts, or other data sources. The different organizations are interested in mining different interesting patterns from their databases. The discovery of such interesting patterns will be helpful in business decision making process. It would help in catalog design, cross-marketing, and customer shopping behavior analysis.

It is also helpful for season wise selling of products. It will keep the product in shelf of shopping malls to attract the customers buying behavior. Market Basket provides a place where 'nonmoving items' can be given a good treatment, so it can be sold with an offer.

The market basket analyzes customer buying habits by finding associations between the different items that customers place in their "shopping baskets" (Figure 4.1). The discovery of these associations can help retailers to develop marketing strategies by identifying the items which are frequently purchased together by customers. A typical example of frequent itemset mining is market basket analysis. (Jiawei Han, 2012)

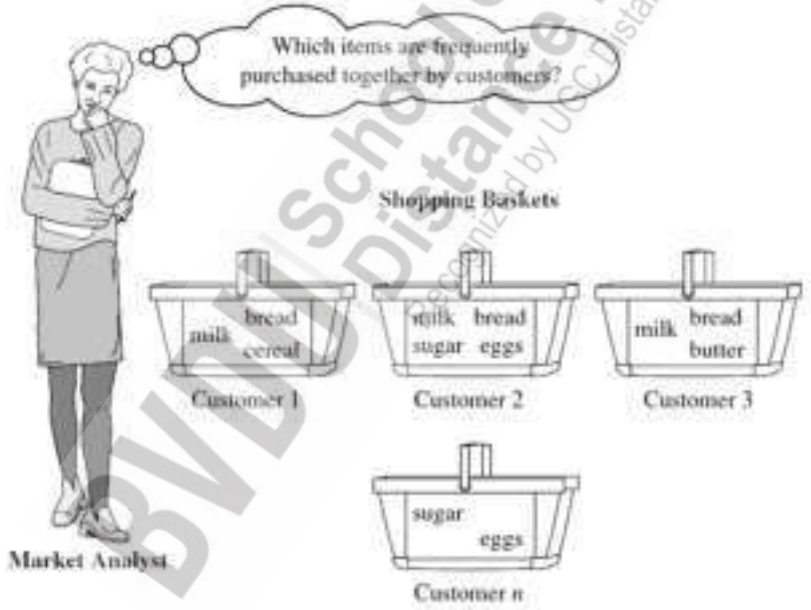

Figure 4.1 Market basket analysis (Jiawei Han, 2012)

For instance, if customers are buying milk, how likely are they to also buy bread (and what kind of bread) on the same trip to the supermarket? This information can lead to increased sales by helping retailers do selective marketing and plan their shelf space. (Jiawei Han, 2012)

4.2 MINING MULTILEVEL ASSOCIATION RULES FROM TRANSACTIONAL DATABASES

Multilevel association rules can be defined as applying association rules over different levels of data abstraction

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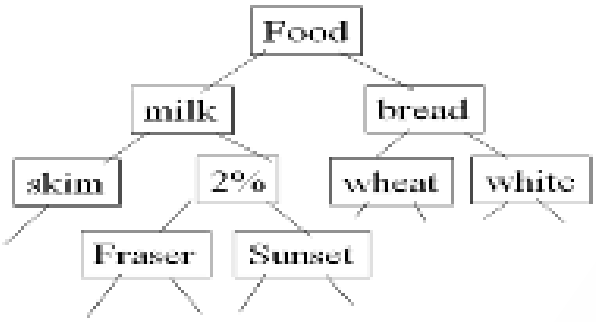

Figure 4.2 Multi level Association Rule

4.2.1 Steps to perform multilevel association rules from transactional database are:

Step1: consider frequent item sets

Step2: arrange the items in hierarchy form

Step3: find the Items at the lower level (expected to have lower support)

Step4: Apply association rules on frequent item sets

Step5: Use some methods and identify frequent itemsets

Note: Support is categorized into two types

Uniform Support: the same minimum support for all levels

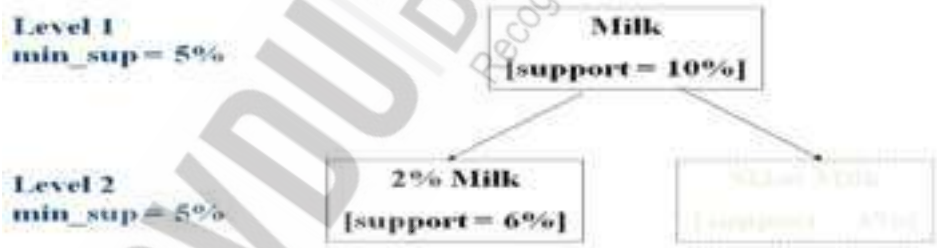

Figure 4.3 Uniform Support

Reduced Support: reduced minimum support at lower levels

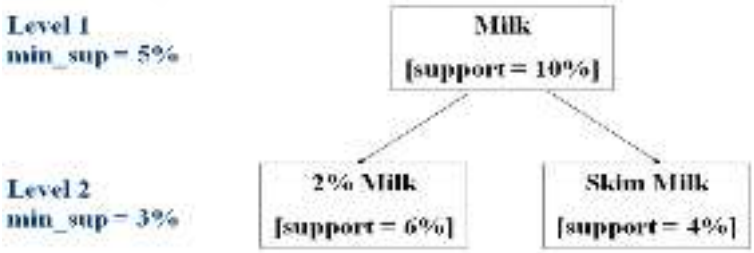

Figure 4.4: Reduced Support

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4.2.2 Mining multidimensional association rules from Relational databases and data warehouse

Multi-dimensional association rule: Multi-dimensional association rule can be defined as the statement which contains only two (or) more predicates/dimensions. We can perform the following association rules on relational database and data warehouse

- Boolean dimensional association rule:
- Boolean dimensional association rule can be defined as comparing existing predicates/dimensions with non-existing predicates/dimensions

Single dimensional association rule:

Single dimensional association rule can be defined as the statement which contains only single predicate/dimension

Multi-dimensional association rule can be applied on different types of attributes which are:

- **Categorical Attributes:** finite number of possible values, no ordering among values
- **Quantitative Attributes:** numeric, implicit ordering among values
- Relational database can be viewed in the form of table. We can easily perform concept hierarchy. The concept hierarchy is also termed as generalization. It can be used to retrieve the frequent item sets. The item sets hierarchy can be obtained and represented in a tree structure format.
- Generalization: replacing low level attributes with high level attributes called generalization
- Data warehouse can be viewed in the form of multidimensional data model (uses data cubes) in order to find out the frequent patterns.

4.3 FROM ASSOCIATION MINING TO CORRELATION ANALYSIS:

Association mining can be defined as finding frequent patterns, associations, correlations, or causal structures among sets of items or objects in transaction databases, relational databases, and other information repositories.

An Association mining to correlation analysis can be performed based on interesting measures of frequent items.

- among frequent items we are performing correlation analysis
- Correlation analysis means one frequent item is dependent on another frequent item.

4.4 CONSTRAINT-BASED ASSOCIATION MINING:

A constraint-based association mining can be defined as applying different types of constraints on different types of knowledge:

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a Knowledge type constraint

Based on classification, association, we are applying the knowledge type constraints.

b Data constraint

It is a basis for identifying the products value in certain duration

Ex: Find the products which sold together in the year, month

c Dimension/level constraints

in relevance to region, price, brand, customer category

d Rule constraints

On the form of the rules to be mined (e.g., No. of predicates, etc)

For example: Giving offer on some products does effect on target sales or not.

e Interestingness constraints

- Thresholds on measures of interestingness
- Identification of products on customer buying behavior, style
- Strong rules (min_support ⩾ 3%, min_confidence ⩾ 60%).

4.5 APRIORI ALGORITHM

Find frequent itemsets using an iterative level-wise approach based on candidate generation. (Jiawei Han, 2012)

Input:

D, a database of transactions;
min sup, the minimum support count threshold.

Output: L, frequent itemsets in D.

C_k: Candidate itemset of size k
L_k : frequent itemset of size k
L_1 = {frequent items};
for (k = 1; L_k !=∅; k++)
do begin

C_{k+1} = candidates generated from L_k;

for each transaction t in database do
increment the count of all candidates in C_{k+1} that are contained in t
L_{k+1} = candidates in C_{k+1} with min_support
end

return $\cup_k L_k$;

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Algorithm Explanation:

- Apriori employs an iterative approach known as a level-wise search, where k-itemsets are used to explore (k+1)-itemsets.
- First, the set of frequent 1-itemsets is found by scanning the database to accumulate the count for each item, and collecting those items that satisfy minimum support.
- The resulting set is denoted L1.Next, L1 is used to find L2, the set of frequent 2-itemsets, which is used to find L3, and so on, until no more frequent k-itemsets can be found.
- The finding of each Lk requires one full scan of the database.
- A two-step process is followed in Apriori consisting of join and prune action.

Example:

Consider following list of items for a given transactions (Jiawei Han, 2012)

TID	List of item IDs
T100	I1, I2, I5
T200	I2, I4
T300	I2, I3
T400	I1, I2, I4
T500	I1, I3
T600	I2, I3
T700	I1, I3
T800	I1, I2, I3, I5
T900	I1, I2, I3

Table 4.3: Database Transaction (Jiawei Han, 2012)

There are nine transactions in this database, that is, |D| = 9.

Steps:

1 In the first iteration of the algorithm, each item is a member of the set of candidate1-itemsets, C1.

The algorithm simply scans all of the transactions in order to count the number of occurrences of each item.

2 Suppose that the minimum support count required is 2, that is, min sup = 2. The set of frequent 1-itemsets, L1, can then be determined.

It consists of the candidate 1-itemsets satisfying minimum support. In our example, all of the candidates in C1 satisfy minimum support.

3 To discover the set of frequent 2-itemsets, L2, the algorithm uses the join L1 on L1 to generate a candidate set of 2-itemsets, C2.No candidates are removed fromC2 during the prune step because each subset of the candidates is also frequent.

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4 Next, the transactions in Dare scanned and the support count of each candidate itemsetInC2 is accumulated.

5 The set of frequent 2-itemsets, L2, is then determined, consisting of those candidate2-itemsets in C2 having minimum support.

6 The generation of the set of candidate 3-itemsets,C3, From the join step, we first getC3 =L2x L2 = ({I1, I2, I3}, {I1, I2, I5}, {I1, I3, I5}, {I2, I3, I4},{I2, I3, I5}, {I2, I4, I5}.

Based on the Apriori property that all subsets of a frequent item set must also be frequent, we can determine that the four latter candidates cannot possibly be frequent.

7 The transactions in D are scanned in order to determine L3, consisting of those candidate 3-itemsets in C3 having minimum support.

8 The algorithm uses L3x L3 to generate a candidate set of 4-itemsets, C4. (Jiawei Han, 2012)

Illustration

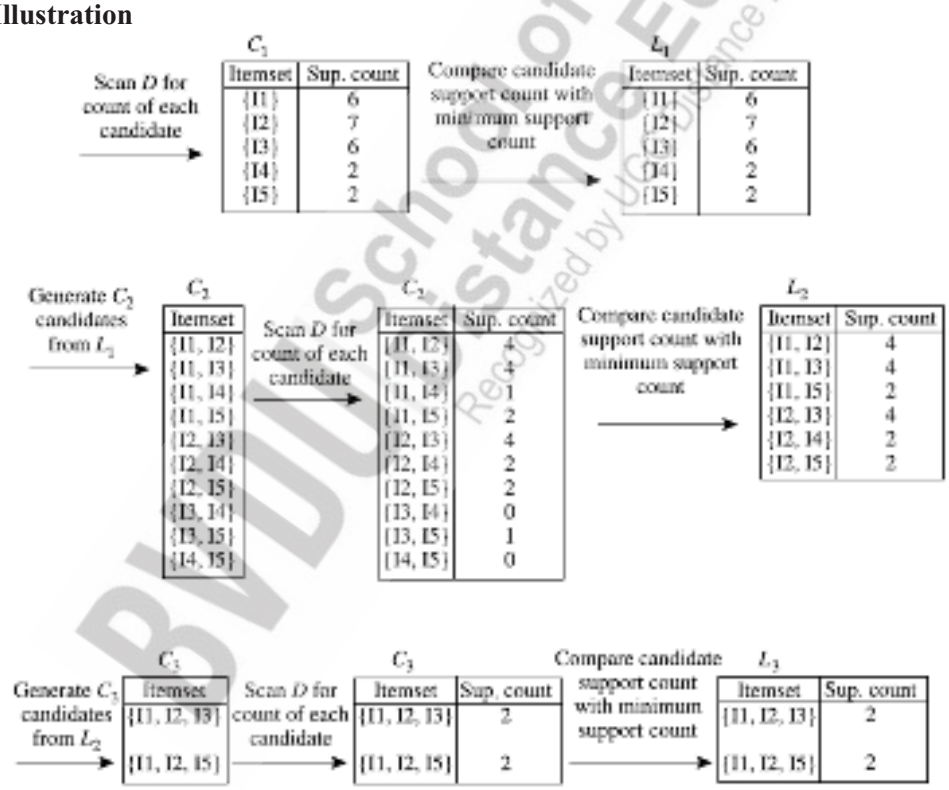

Figure 4.5: Apriori Algorithm Implementation (Jiawei Han, 2012)

Example:

Consider the following data on which Apriori algorithm can be applied to find the association rule for frequent item set.

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Sample Data D

Transaction ID	Items
100	Bread, Milk, Butter
200	Bread, Butter
300	Bread, Eggs
400	Milk, Biscuit, Chips

Step 1: Scan data D for count of each candidate

Item set	Support
{Bread}	3
{Milk}	2
{Butter}	2
{Biscuits}	1
{Chips}	1
{Eggs}	1

Step 2: Compare candidate support count with minimum support (50%)

Item set	Support
{Bread}	3
{Milk}	2
{Butter}	2

Step 3: Generate candidate from above table & its support

Item set	Support
{Bread, Milk}	1
{Bread, Butter}	2
{Milk, Butter	1

Step 4: Compare candidate with minimum support

Item set	Support
{Bread, Butter}	2

Step 5: So the data contains frequent item set {Bread, Butter}

Therefore, the association rule can be set as Bread->Butter or Butter->Bread

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It can be decided then that these are the frequent items purchased by the customers in a combination and accordingly the marketing strategy can be decided for the store.

4.6 FP TREE GROWTH ALGORITHM

FP – Frequent Pattern growth is an interesting method to retrieve frequent patterns and it is based on divide and conquers strategy. (Jiawei Han, 2012)

- First, it compresses the database representing frequent items into a frequent pattern tree, or FP-tree, which has (stores) the itemset association information.
- It then divides the compressed database into a set of conditional databases; each associated with one frequent item or "pattern fragment," and mines each database separately.
- For each "pattern fragment," only its associated data sets need to be examined.
- This approach reduces the size of the data sets to be searched, along with the "growth" of patterns being examined.
- This process can be recursively applied to any projected database if its FP-tree still cannot fit in main memory.

Example:

We reexamine the mining of transaction database, *D,* of Table 4.3 using the frequent pattern growth approach. An FP-tree is then constructed as follows:

First, create the root of the tree, labeled with "null." Scan database *D* a second time.

The items in each transaction are processed in *L* order (i.e., sorted according to descending support count), and a branch is created for each transaction.

For example, the scan of the first transaction, "T100: I1, I2, I5," which contains three items (I2, I1, I5 in *L* order), leads to the construction of the first branch of the tree with three nodes, [I2: 1], [I1: 1], and [I5: 1], where I2 is linked as a child to the root, I1 is linked to I2, and I5 is linked to I1.

The second transaction, T200, contains the items I2 and I4 in *L* order, which would result in a branch where I2 is linked to the root and I4 is linked to I2. This branch would share a common prefix, I2, with the existing path for T100.

Therefore, we instead increment the count of the I2 node by 1, and create a new node, [I4: 1], which is linked as a child to [I2: 2].

In general, when considering the branch to be added for a transaction, the count of each node along a common prefix is incremented by 1, and nodes for the items following the prefix are created and linked accordingly.

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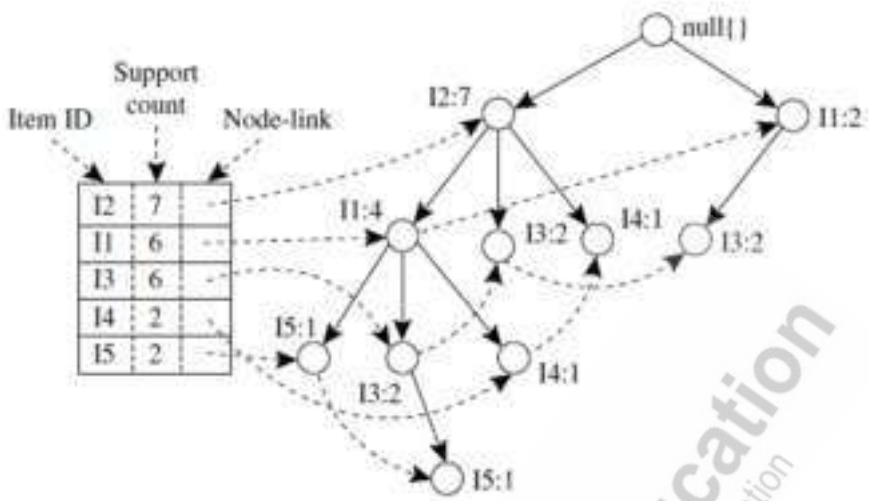

Figure 4.6 FP Tree (Jiawei Han, 2012)

To facilitate tree traversal, an item header table is built so that each item points to its occurrences in the tree via a chain of node-links.

The tree obtained after scanning all the transactions is shown in Figure 4.6 with the associated node-links.

In this way, the problem of mining frequent patterns in databases is transformed into that of mining the FP-tree. (Jiawei Han, 2012)

FP Tree Mining

The FP-tree is mined as follows. Start from each frequent length-1 pattern (as an initial suffix pattern), construct its conditional pattern base (a "sub-database," which consists of the set of prefix paths in the FP-tree co-occurring with the suffix pattern), then construct its (conditional) FP-tree, and perform mining recursively on the tree.

The pattern growth is achieved by the concatenation of the suffix pattern with the frequent patterns generated from a conditional FP-tree. Mining of the FP-tree is summarized in Table 4.4 and detailed as follows.

Item	*Conditional Pattern Base*	*Conditional FP-tree*	*Frequent Patterns Generated*
I5	{{I2, I1: 1}, {I2, I1, I3: 1}}	(I2: 2, I1: 2)	{I2, I5: 2}, {I1, I5: 2}, {I2, I1, I5: 2}
I4	{{I2, I1: 1}, {I2: 1}}	(I2: 2)	{I2, I4: 2}
I3	{{I2, I1: 2}, {I2: 2}, {I1: 2}}	(I2: 4, I1: 2), (I1: 2)	{I2, I3: 4}, {I1, I3: 4}, {I2, I1, I3: 2}
I1	{{I2: 4}}	(I2: 4)	{I2, I1: 4}

Table 4.4: FP Tree Mining

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We first consider I5, which is the last item in L, rather than the first. The reason for starting at the end of the list will become apparent as we explain the FP-tree mining process.

I5 occurs in two FP-tree branches of Figure 4.7. (The occurrences of I5 can easily be found by following its chain of node-links.)

The paths formed by these branches are [I2, I1, I5: 1] and [I2, I1, I3, I5: 1]. Therefore, considering I5 as a suffix, its corresponding two prefix paths are [I2, I1: 1] and [I2, I1, I3: 1], which form its conditional pattern base.

Using this conditional pattern base as a transaction database, we build an I5-conditional FP-tree, which contains only a single path, [I2: 2, I1: 2]; I3 is not included because its support count of 1 is less than the minimum support count. The single path generates all the combinations of frequent patterns: [I2, I5: 2], [I1, I5: 2], [I2, I1, I5: 2].

For I4, its two prefix paths form the conditional pattern base, {[I2 I1: 1], [I2: 1]}, which generates a single-node conditional FP-tree, [I2: 2], and derives one frequent pattern, [I2, I4: 2].

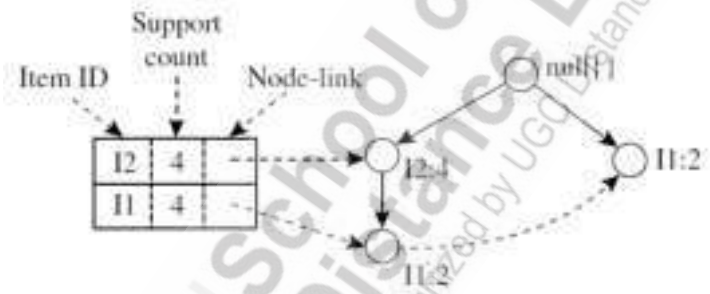

Figure 4.7 FP Tree Mining (Jiawei Han, 2012)

Similar to the preceding analysis, I3's conditional pattern base is {[I2, I1: 2], [I2: 2], [I1: 2]}. Its conditional FP-tree has two branches, [I2: 4, I1: 2] and [I1: 2], as shown in Figure 4.7, which generates the set of patterns {[I2, I3: 4], [I1, I3: 4], [I2, I1, I]: 2]}.

Finally, I1's conditional pattern base is [I2: 4], with an FP-tree that contains only one node, [I2: 4], which generates one frequent pattern, [I2, I1: 4]. This mining process is summarized in the algorithm. (Jiawei Han, 2012)

Algorithm: FP growth

Input:

D, a transaction database;

Min_sup, the minimum support count threshold.

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Output: The complete set of frequent patterns.

Method:

1 The FP-tree is constructed in the following steps:

a Scan the transaction database D once. Collect F, the set of frequent items, and their support counts.

b Sort F in support count descending order as L, the list of frequent items.

c Create the root of an FP-tree, and label it as "null."

For each transaction Trans in D do the following:

Select and sort the frequent items in Trans according to the order of L.

Let the sorted frequent item list in Trans be [p|P], where p is the first element and P is the remaining list.

Call **insertTree** ([p|P], T), which is performed as follows:

If T has a child N such that *N.item_name = p.item_name,* then

increment N's count by 1;

else create a new node N,and let its count be 1, its parent link be linked to T, and its node-link to the nodes with the same item_name via the node-link structure.

If P is nonempty, call insertTree (P, N) recursively.

2 The FP-tree is mined by calling FP_growth *(FP tree, nul/)* which is implemented as follows.

Procedure FP_growth(*Tree, α*)

if *Tree* contains a single path *P* **then**
for each combination (denoted as β) of the nodes in the path *P*
generate pattern β ∩α with *support_count = minimum support count of nodes in* β;
else for each *ai* in the header of *Tree*
{
generate pattern $\beta = a_i \cup \alpha$ **with** *support_count = ai .support_count*;
construct β's conditional pattern base and then β's conditional FP_tree $Tree_\beta$;
if $Tree_\beta \neq \emptyset$; **then**
call FP_growth($Tree_\beta$, β);
}

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Questions:

1 Explain Market Basket analysis with example.

2 Explain Apriori Algorithm.

3 Explain association rule mining.

4 Explain FP Tree growth algorithm.

5 Write a note on:

a Constrain Based association mining

b Association Mining to correlation mining

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UNIT – V
CLASSIFICATION AND PREDICTION

Objectives:

To learn basic concepts of classification and prediction

To study supervised and unsupervised learning, data classification technique

To study rule-based classification technique and decision tree induction

To study different classification algorithms

5.0 INTRODUCTION:

Classification and prediction are two forms of data analysis. It can be used to extract models describing important data classes or to predict future data trends. Classification predicts categorical (discrete, unordered) labels, prediction models continuous valued functions.

For example, we can build a classification model to categorize bank loan applications as either safe or risky, or a prediction model to predict the expenditures of potential customers on computer equipment given their income and occupation.

A predictor is constructed that predicts a continuous-valued function, or ordered value, as opposed to a categorical label. Regression analysis is a statistical methodology that is most often used for numeric prediction. Many classification and prediction methods have been proposed by researchers in machine learning, pattern recognition, and statistics.

Most algorithms are memory resident, typically assuming a small data size. Recent data mining research has built on such work, developing scalable classification and prediction techniques capable of handling large disk-resident data.

5.0.1 Classification—A Two-Step Process

a Model construction: describing a set of predetermined classes

- Each tuple/sample is assumed to belong to a predefined class, as determined by the class label attribute
- The set of tuples used for model construction: training set
- The model is represented as classification rules, decision trees, or mathematical formulae

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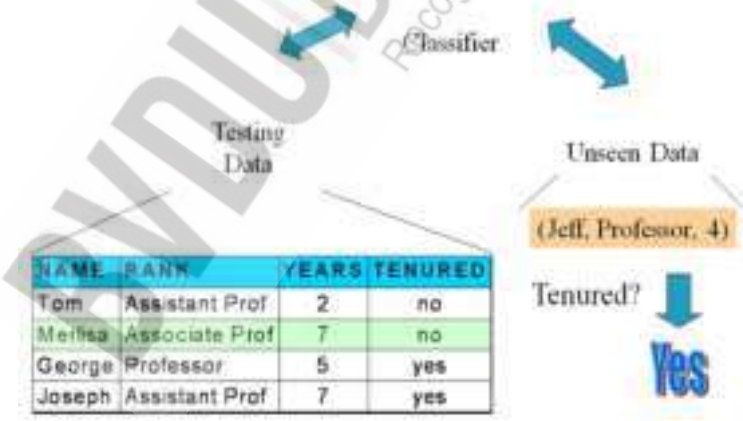
NAME	RANK	YEARS	TENURED
Mike	Assistant Prof	3	no
Mary	Assistant Prof	7	yes
Bill	Professor	2	yes
Jim	Associate Prof	7	yes
Dave	Assistant Prof	6	no
Anne	Associate Prof	3	no

Figure 5.1 Model Construction (Jiawei Han, 2012)

b Model usage: for classifying future or unknown objects

- Estimate accuracy of the model
- The known label of test sample is compared with the classified result from the model
- Accuracy rate is the percentage of test set samples that are correctly classified by the model
- Test set is independent of training set, otherwise over-fitting will occur



NAME	RANK	YEARS	TENURED
Tom	Assistant Prof	2	no
Melisa	Associate Prof	7	no
George	Professor	5	yes
Joseph	Assistant Prof	7	yes

Figure 5.2 Model Usage (Jiawei Han, 2012)

5.0.2 Supervised vs. Unsupervised Learning

a Supervised learning (classification)

- Supervision: The training data (observations, measurements, etc.) are accompanied by labels indicating the class of the observations

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- New data is classified based on the training set

b Unsupervised learning (clustering)

- The class labels of training data are unknown
- Given a set of measurements, observations, etc. with the aim of establishing the existence of classes or clusters in the data

5.1 PREPARING DATA FOR CLASSIFICATION AND PREDICTION:

The following pre-processing steps may be applied to the data to help improve the accuracy, efficiency, and scalability of the classification or prediction process.

a Data cleaning:

This refers to the pre-processing of data in order to remove or reduce noise (by applying smoothing techniques) and the treatment of missing values (e.g., by replacing a missing value with the most commonly occurring value for that attribute, or with the most probable value based on statistics). Most of the classification algorithms have some mechanisms for handling noisy or missing data, this step can help reduce confusion during learning.

b Relevance analysis:

Many of the attributes in the data may be redundant. Correlation analysis can be used to identify whether any two given attributes are statistically related.

For example, a strong correlation between attributes A1 and A2 would suggest that one of the two could be removed from further analysis.

A database may also contain irrelevant attributes. Attribute subset selection can be used in these cases to find a reduced set of attributes such that the resulting probability distribution of the data classes is as close as possible to the original distribution obtained using all attributes.

Relevance analysis, in the form of correlation analysis and attribute subset selection, can be used to detect attributes that do not contribute to the classification or prediction task. Such analysis can help improve classification efficiency and scalability.

c Data Transformation and Reduction

The data may be transformed by normalization. Normalization involves scaling all values for a given attribute so that they fall within a small specified range, such as -1 to +1 or 0 to 1. The data can also be transformed by generalizing it to higher-level concepts. Concept hierarchies may be used for this purpose. This is particularly useful for continuous valued attributes.

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For example, numeric values for the attribute income can be generalized to discrete ranges, such as low, medium, and high. Similarly, categorical attributes, like street, can be generalized to higher-level concepts, like city.

Data can also be reduced by applying many other methods, ranging from wavelet transformation and principle components analysis to discretization techniques, such as binning, histogram analysis, and clustering.

5.2 COMPARING CLASSIFICATION AND PREDICTION METHODS:

a Accuracy:

The accuracy of a classifier refers to the ability of a given classifier to correctly predict the class label of new or previously unseen data (i.e., tuples without class label information).

The accuracy of a predictor refers to how well a given predictor can guess the value of the predicted attribute for new or previously unseen data.

b Speed:

This refers to the computational costs involved in generating and using the given classifier or predictor.

c Robustness:

This is the ability of the classifier or predictor to make correct predictions given noisy data or data with missing values.

d Scalability:

This refers to the ability to construct the classifier or predictor efficiently given large amounts of data.

e Interpretability:

This refers to the level of understanding and insight that is provided by the classifier or predictor. Interpretability is subjective and therefore more difficult to assess.

5.3 CLASSIFICATION BY DECISION TREE INDUCTION

Decision tree induction is the learning of decision trees from class-labelled training tuples. A decision tree is a flowchart-like tree structure, where each internal node (non - leaf node) denotes a test on an attribute, each branch represents an outcome of the test, and each leaf node (or terminal node) holds a class label. The topmost node in a tree is the root node. A typical decision tree is shown in Figure 5.3.

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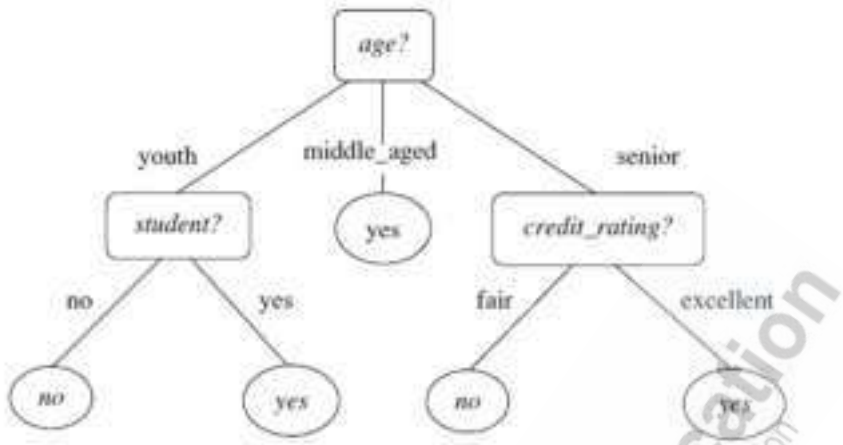

Figure 5.3: A decision tree for the concept buys computer

Each internal (non-leaf) node represents a test on an attribute. Each leaf node represents a class (either buys computer D yes or buys computer D no) likely to purchase a computer. Internal nodes are denoted by rectangles, and leaf nodes are denoted by ovals. Decision trees are the basis of several commercial rule induction systems. Decision tree generation consists of:

a Tree construction

- At start, all the training examples are at the root
- Partition examples recursively based on selected attributes

b Tree pruning

- Identify and remove branches that reflect noise or outliers

c Use of decision tree:

- Classifying an unknown sample
- Test the attribute values of the sample against the decision tree

5.4 ALGORITHM FOR DECISION TREE INDUCTION

a Basic algorithm (a greedy algorithm)

- Tree is constructed in a top-down recursive divide-and-conquer manner
- At start, all the training examples are at the root
- Attributes are categorical (if continuous-valued, they are discretized in advance)
- Examples are partitioned recursively based on selected attributes
- Test attributes are selected on the basis of a heuristic or statistical measure (e.g., information gain)

b Conditions for stopping partitioning

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- All samples for a given node belong to the same class
- There are no remaining attributes for further partitioning – majority voting is employed for classifying the leaf
- There are no samples left

5.5 EXTRACTING CLASSIFICATION RULES FROM TREES

- Represent the knowledge in the form of IF-THEN rules
- One rule is created for each path from the root to a leaf
- Each attribute-value pair along a path forms a conjunction
- The leaf node holds the class prediction
- Rules are easier for humans to understand

Example

Consider following table, that contain information about the age group who having credit ratings and income details of a student for buying a computer system.

Age	Income	Student	Credit Ratings
<=30	High	No	Fair
<=30	High	No	Excellent
31…40	High	No	Fair
>40	Medium	No	Fair
>40	Low	Yes	Fair
>40	Low	Yes	Excellent
31…40	Low	Yes	Excellent
<=30	Medium	No	Fair
<=30	Low	Yes	Fair
>40	Medium	Yes	Fair
<=30	Medium	Yes	Excellent
31…40	Medium	No	Excellent
31…40	High	Yes	Fair
>40	Medium	No	Excellent

Table 5.1 Computer Buying Conditions

IF age = "<=30" AND student = "no" THEN buys_computer = "no"

IF age = "<=30" AND student = "yes" THEN buys_computer = "yes"

IF age = "31…40" THEN buys_computer = "yes"

IF age = ">40" AND credit_rating = "excellent" THEN buys_computer = "yes"

IF age = ">40" AND credit_rating = "fair" THEN buys_computer = "no"

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5.6 AVOID OVERFITTING IN CLASSIFICATION

a The generated tree may overfit the training data

- Too many branches, some may reflect anomalies due to noise or outliers
- Result is in poor accuracy for unseen samples

b Two approaches to avoid over fitting

- Pre pruning:

  Halt tree construction early—do not split a node if this would result in the goodness measure falling below a threshold

  Difficult to choose an appropriate threshold

- Post pruning:

  Remove branches from a "fully grown" tree—get a sequence of progressively pruned trees

  Use a set of data different from the training data to decide which is the "best pruned tree"

5.7 BAYESIAN CLASSIFICATION:

- Bayesian classifiers are statistical classifiers. It can predict class membership probabilities, such as the probability that a given tuple belongs to a particular class.
- Probabilistic learning: Calculate explicit probabilities for hypothesis, among the most practical approaches to certain types of learning problems
- Incremental: Each training example can incrementally increase/decrease the probability that a hypothesis is correct. Prior knowledge can be combined with observed data.
- Probabilistic prediction: Predict multiple hypotheses, weighted by their probabilities
- Standard: Even when Bayesian methods are computationally intractable, they can provide a standard of optimal decision making against which other methods can be measured
- Bayesian classification is based on Bayes' theorem.

5.8 BAYES' THEOREM:

- Let X be a data tuple. In Bayesian terms, X is considered —evidence and it is described by measurements made on a set of n attributes.
- Let H be some hypothesis, such as that the data tuple X belongs to a specified class C.
- For classification problems, we want to determine P(H|X), the probability

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that the hypothesis H holds given the —evidence or observed data tuple X.

- P(H|X) is the posterior probability, or a posteriori probability, of H conditioned on X.
- Bayes' theorem is useful in that it provides a way of calculating the posterior probability, P(H|X), from P(H), P(X|H), and P(X).

$$P(H|X) = \frac{P(X|H)P(H)}{P(X)}.$$

5.9 NAÏVE BAYESIAN CLASSIFICATION:

The naïve Bayesian classifier, or simple Bayesian classifier, works as follows:

- Let D be a training set of tuples and their associated class labels. As usual, each tuple is represented by an n-dimensional attribute vector, X = (x1, x2, …,xn), depicting n measurements made on the tuple from n attributes, respectively, A1, A2, …, An.
- Suppose that there are m classes, C1, C2, …, Cm. Given a tuple, X, the classifier will predict that X belongs to the class having the highest posterior probability, conditioned on X. That is, the naïve Bayesian classifier predicts that tuple X belongs to the class Ci if and only if

$$P(C_i|X) > P(C_j|X) \quad \text{for } 1 \le j \le m, j \ne i.$$

- Thus, we maximize P(Ci|X). The classCi for which P(Ci|X) is maximized is called the maximum posteriori hypothesis. By Bayes' theorem

$$P(C_i|X) = \frac{P(X|C_i)P(C_i)}{P(X)}.$$

- As P(X) is constant for all classes, only P(X|Ci)P(Ci) need be maximized. If the class prior probabilities are not known, then it is commonly assumed that the classes are equally likely, that is, P(C1) = P(C2) = …= P(Cm), and we would therefore maximize P(X|Ci). Otherwise, we maximize P(X|Ci)P(Ci).
- Given data sets with many attributes, it would be extremely computationally expensive to compute P(X|Ci). In order to reduce computation in evaluating P(X|Ci), the naive assumption of class conditional independence is made. This presumes that the values of the attributes are conditionally independent of one another, given the class label of the tuple. Thus,

$$\begin{aligned} P(X|C_i) &= \prod_{k=1}^{n} P(x_k|C_i) \\ &= P(x_1|C_i) \times P(x_2|C_i) \times \cdots \times P(x_n|C_i). \end{aligned}$$

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- We can easily estimate the probabilities P(x1|Ci), P(x2|Ci), : : : , P(xn|Ci) from the training tuples. For each attribute, we look at whether the attribute is categorical or continuous-valued.

- For instance, to compute P(X|Ci), we consider the following:
  - If Akis categorical, then P*(xk|Ci)* is the number of tuples of class Ciin D having the value *xkfor* Ak, divided by |Ci,D| the number of tuples of class Ciin D.
  - If *Akis* continuous-valued, then we need to do a bit more work, but the calculation is pretty straightforward.
- A continuous-valued attribute is typically assumed to have a Gaussian distribution with a mean μ and standard deviation, defined by

$$g(x, \mu, \sigma) = \frac{1}{\sqrt{2\pi}\sigma} e^{-\frac{(x-\mu)^2}{2\sigma^2}},$$

$$P(x_k|C_i) = g(x_k, \mu_{C_i}, \sigma_{C_i}).$$

In order to predict the class label of X, P(XjCi)P(Ci) is evaluated for each class Ci. The classifier predicts that the class label of tuple X is the class Ciif and only if

$$P(X|C_i)P(C_i) > P(X|C_j)P(C_j) \quad \text{for } 1 \le j \le m, j \ne i.$$

5.10 BAYESIAN BELIEF NETWORK:

- The back propagation algorithm performs learning on a multilayer feed-forward neural network also known as Bayesian Belief network.
- It iteratively learns a set of weights for prediction of the class label of tuples.
- A multilayer feed-forward neural network consists of an input layer, one or more hidden layers, and an output layer.

Example:

- The inputs to the network correspond to the attributes measured for each training tuple. The inputs are fed simultaneously into the units making up the input layer. These inputs pass through the input layer and are then weighted and fed simultaneously to a second layer known as a hidden layer.
- The outputs of the hidden layer units can be input to another hidden layer, and so on. The number of hidden layers is arbitrary.

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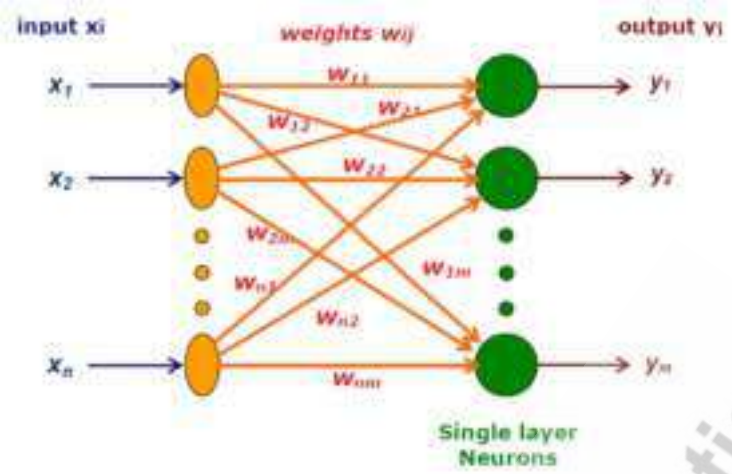

Figure 5.4 Neural Network

- The weighted outputs of the last hidden layer are input to units making up the output layer, which emits the network's prediction for given tuples

5.11 RULE BASED CLASSIFICATION

5.11.1 Using IF-THEN Rules for Classification

- Represent the knowledge in the form of IF-THEN rules

  R: IF age = youth AND student = yes THEN buys_computer = yes
- Rule antecedent/precondition vs. rule consequent
- Assessment of a rule: coverage and accuracy

  ncovers = # of tuples covered by R

  ncorrect = # of tuples correctly classified by R

  coverage(R) = ncovers /|D| /* D: training data set */

  accuracy(R) = ncorrect / ncovers
- If more than one rule is triggered, need conflict resolution
  - Size ordering: assign the highest priority to the triggering rules that has the "toughest" requirement (i.e., with the most attribute test)
  - Class-based ordering: decreasing order of prevalence or misclassification cost per class
  - Rule-based ordering (decision list): rules are organized into one long priority list, according to some measure of rule quality or by experts

5.11.2 Rule Extraction from a Decision Tree

- Rules are easier to understand than large trees
- One rule is created for each path from the root to a leaf

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- Each attribute-value pair along a path forms a conjunction: the leaf holds the class prediction
- Rules are mutually exclusive and exhaustive

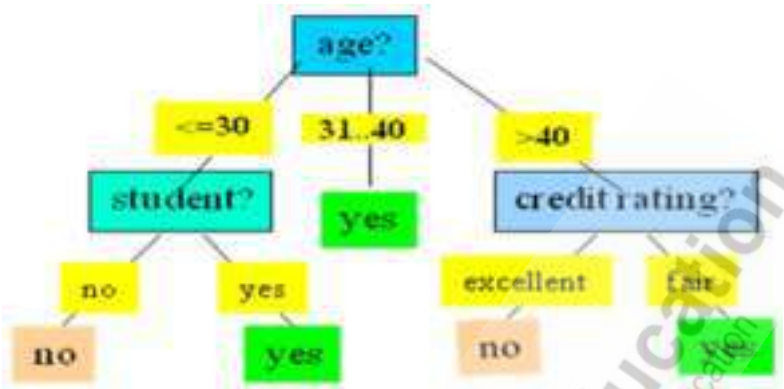

Figure 5.5 Rule Extraction

- **Example:**

Rule extraction from our buys_computer decision-tree

IF age = young AND student = no THEN buys_computer = no

IF age = young AND student = yes THEN buys_computer = yes

IF age = mid-age THEN buys_computer = yes

IF age = old AND credit_rating = excellent THEN buys_computer = yes

IF age = young AND credit_rating = fair THEN buys_computer = no

5.11.3 Rule Extraction from the Training Data

- Sequential covering algorithm: Extracts rules directly from training data
- Typical sequential covering algorithms: FOIL, AQ, CN2, RIPPER
- Rules are learned sequentially, each for a given class Ci will cover many tuples of Ci but none (or few) of the tuples of other classes
- Steps:
  - Rules are learned one at a time
  - Each time a rule is learned, the tuples covered by the rules are removed
  - The process repeats on the remaining tuples unless termination condition, e.g., when no more training examples or when the quality of a rule returned is below a user-specified threshold
- Comp. w. decision-tree induction: learning a set of rules simultaneously

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Questions:

1 Explain supervised and unsupervised classification.

2 Explain decision tree induction with example.

3 Describe rule-based classification with example.

4 Explain different applications of Prediction in data mining.

5 Write a note on:

a Attribute selection measure

b Tree pruning

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UNIT – VI
CLUSTER ANALYSIS

Objectives:

To learn basic concepts of data clustering and its classification, model

To study the different applications of cluster analysis

To study data clustering methods and its applicability in data warehouse

6.0 INTRODUCTION:

Cluster analysis or clustering is the process of partitioning a set of data objects into subsets. Each subset is a cluster, such that objects in a cluster are similar to one another, yet dissimilar to objects in other clusters. The set of clusters resulting from a cluster analysis can be referred to as a clustering. It is a discovery of unknown group of data available in different clusters. It is also known as un supervised learning. In clustering we don't have a specific group of data, it is randomly scattered in some similar kind of data. The dissimilarity is also a concern of another cluster. Because a cluster is a collection of data objects that are similar to one another within the cluster and dissimilar to objects in other clusters, a cluster of data objects can be treated as an implicit class. In this sense, clustering is sometimes called automatic classification.

Clustering is also called data segmentation in some applications because clustering partitions large data sets into groups according to their similarity. Clustering can also be used for outlier detection, where outliers (values that are "far away" from any cluster) may be more interesting than common cases. Applications of outlier detection include the detection of credit card fraud and the monitoring of criminal activities in electronic commerce.

For example, exceptional cases in credit card transactions, such as very expensive and infrequent purchases, may be of interest as possible fraudulent activities.

In data mining, it can be used for data distribution based on characteristics of cluster for detailed analysis. It can be used as pre-processing step for the algorithms where data characterization, distribution can be retrieved. It can be used for identification of different outliers.

As a branch of statistics, cluster analysis has been extensively studied, with the main focus on distance-based cluster analysis. Cluster analysis tools based on k-means, k-medoids, and several other methods also have been built into many statistical analysis software packages or systems, such as S-Plus, SPSS, and SAS.

In machine learning, classification is known as supervised learning because the class label information is given, that is, the learning algorithm is supervised in that it is told the class membership of each training tuple. Clustering is known as

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unsupervised learning because the class label information is not present. For this reason, clustering is a form of learning by observation, rather than learning by examples.

In data mining, efforts have focused on finding methods for efficient and effective cluster analysis in large databases. Active themes of research focus on the scalability of clustering methods, the effectiveness of methods for clustering complex shapes (e.g., nonconvex) and types of data (e.g., text, graphs, and images), high-dimensional clustering techniques (e.g., clustering objects with thousands of features), and methods for clustering mixed numerical and nominal data in large databases. (Jiawei Han, 2012)

6.1 CLUSTERING APPLICATIONS

Data clustering is under vigorous development. Contributing areas of research include data mining, statistics, machine learning, spatial database technology, information retrieval, Web search, biology, marketing, and many other application areas.

- Marketing: Help marketers discover distinct groups in their customer bases, and then use this knowledge to develop targeted marketing programs
- Land use: Identification of areas of similar land use in an earth observation database
- Insurance: Identifying groups of motor insurance policy holders with a high average claim cost
- City-planning: Identifying groups of houses according to their house type, value, and geographical location
- Earth-quake studies: Observed earth quake epic enters should be clustered along continent faults
- Cluster analysis has been widely used in numerous applications, including market research, pattern recognition, data analysis, and image processing.
- In business, clustering can help marketers discover distinct groups in their customer bases and characterize customer groups based on purchasing patterns.
- In biology, it can be used to derive plant and animal taxonomies, categorize genes with similar functionality, and gain insight into structures inherent in populations.
- Clustering may also help in the identification of areas of similar land use in an earth observation database and in the identification of groups of houses in a city according to house type, value, and geographic location, as well as the identification of groups of automobile insurance policy holders with a high average claim cost.
- Clustering is also called data segmentation in some applications because clustering partitions large data sets into groups according to their similarity.

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- Clustering can also be used for outlier detection, Applications of outlier detection include the detection of credit card fraud and the monitoring of criminal activities in electronic commerce.

Clustering can be used to organize the search results into groups and present the results in a concise and easily accessible way. Clustering techniques have been developed to cluster documents into topics, which are commonly used in information retrieval practice.

6.2 REQUIREMENTS OF CLUSTER ANALYSIS

Clustering is a challenging research field. In this section, you will learn about the requirements for clustering as a data mining tool, as well as aspects that can be used for comparing clustering methods. The following are typical requirements of clustering in data mining.

a Scalability:

Many clustering algorithms work well on small data sets over a data object. In large database it may contain millions of objects particularly in web search scenario. Clustering on only a sample of a given large data set may lead to biased results. Therefore, highly scalable clustering algorithms are needed.

b Ability to deal with different types of attributes:

Many algorithms are designed to cluster numeric (interval-based) data. The applications required a clustering objects such as binary, nominal (categorical), and ordinal data, or mixtures of these data types. It may be a complex data types as graphs, sequences, images and documents.

c Discovery of clusters with arbitrary shape:

Many clustering algorithms determine clusters based on Euclidean or Manhattan distance measures. Algorithms based on such distance measures tend to find spherical clusters with similar size and density. However, a cluster could be of any shape. Cluster analysis on sensor readings can detect interesting phenomena. We may want to use clustering to find the frontier of a running forest fire, which is often not spherical. It is important to develop algorithms that can detect clusters of arbitrary shape.

d Requirements for domain knowledge to determine input parameters:

Many clustering algorithms require users to provide domain knowledge in the form of input parameters such as the desired number of clusters. Parameters are hard to determine, especially for high-dimensionality data sets and where users have yet to grasp a deep understanding of their data. Requiring the specification of domain knowledge not only burdens users, but also makes the quality of clustering difficult to control.

e Ability to deal with noisy data:

Most real-world data sets contain outliers and/or missing, unknown, or erroneous data. Sensor readings, for example, are often noisy—some

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readings may be inaccurate due to the sensing mechanisms, and some readings may be erroneous due to interferences from surrounding transient objects. Clustering algorithms can be sensitive to such noise and may produce poor-quality clusters. Therefore, we need clustering methods that are robust to noise.

f **Incremental clustering and insensitivity to input order:**

In many applications, incremental updates (representing newer data) may arrive at any time. Some clustering algorithms cannot incorporate incremental updates into existing clustering structures and, instead, have to recompute a new clustering from scratch. Clustering algorithms may also be sensitive to the input data order. That is, given a set of data objects, clustering algorithms may return dramatically different clustering depending on the order in which the objects are presented. Incremental clustering algorithms and algorithms that are insensitive to the input order are needed.

g **Capability of clustering high-dimensionality data:**

A data set can contain numerous dimensions or attributes. When clustering documents, for example, each keyword can be regarded as a dimension, and there are often thousands of keywords. Most clustering algorithms are good at handling low-dimensional data such as data sets involving only two or three dimensions. Finding clusters of data objects in a high dimensional space is challenging, especially considering that such data can be very sparse and highly skewed.

h **Constraint-based clustering:**

Real-world applications may need to perform clustering under various kinds of constraints. Suppose that your job is to choose the locations for a given number of new automatic teller machines (ATMs) in a city. To decide upon this, you may cluster households while considering constraints such as the city's rivers and highway networks and the types and number of customers per cluster. A challenging task is to find data groups with good clustering behavior that satisfy specified constraints.

i **Interpretability and usability:**

Users want clustering results to be interpretable, comprehensible, and usable. That is, clustering may need to be tied in with specific semantic interpretations and applications. It is important to study how an application goal may influence the selection of clustering features and clustering methods. The following are orthogonal aspects with which clustering methods can be compared:

j **The partitioning criteria:**

In some methods, all the objects are partitioned so that no hierarchy exists among the clusters. That is, all the clusters are at the same level conceptually. Such a method is useful, for example, for partitioning customers into groups so that each group has its own manager.

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Alternatively, other methods partition data objects hierarchically, where clusters can be formed at different semantic levels.

For example, in text mining, we may want to organize a corpus of documents into multiple general topics, such as "politics" and "sports," each of which may have subtopics, For instance, "football," "basketball," "baseball," and "hockey" can exist as subtopics of "sports." The latter four subtopics are at a lower level in the hierarchy than "sports."

k Separation of clusters:

Some methods partition data objects into mutually exclusive clusters. When clustering customers into groups so that each group is taken care of by one manager, each customer may belong to only one group. In some other situations, the clusters may not be exclusive, that is, a data object may belong to more than one cluster. For example, when clustering documents into topics, a document may be related to multiple topics. Thus, the topics as clusters may not be exclusive.

l Similarity measure:

Some methods determine the similarity between two objects by the distance between them. Such a distance can be defined on Euclidean space, a road network, a vector space, or any other space. In other methods, the similarity may be defined by connectivity based on density or contiguity, and may not rely on the absolute distance between two objects. Similarity measures play a fundamental role in the design of clustering methods. While distance-based methods can often take advantage of optimization techniques, density- and continuity-based methods can often find clusters of arbitrary shape.

m Clustering space:

Many of the clustering methods search for clusters within the entire given data space. These methods are useful for low-dimensionality data sets. With high dimensional data, however, there can be many irrelevant attributes, which can make similarity measurements unreliable. Consequently, clusters found in the full space are often meaningless. It's often better to instead search for clusters within different subspaces of the same data set. Subspace clustering discovers clusters and subspaces (often of low dimensionality) that manifest object similarity.

To conclude, clustering algorithms have several requirements. These factors include scalability and the ability to deal with different types of attributes, noisy data, incremental updates, clusters of arbitrary shape, and constraints. Interpretability and usability are also important. In addition, clustering methods can differ with respect to the partitioning level, whether or not clusters are mutually exclusive, the similarity measures used, and whether or not subspace clustering is performed. (VSSUT)

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6.3 CLUSTERING METHODS

There are many clustering algorithms in the literature. It is difficult to provide a crisp categorization of clustering methods because these categories may overlap so that a method may have features from several categories. In general, the major fundamental clustering methods can be classified into the following categories:

Method	General Characteristics
Partitioning methods	– Find mutually exclusive clusters of spherical shape – Distance-based – May use mean or medoid (etc.) to represent cluster center – Effective for small- to medium-size data sets
Hierarchical methods	– Clustering is a hierarchical decomposition (i.e., multiple levels) – Cannot correct erroneous merges or splits – May incorporate other techniques like microclustering or consider object "linkages"
Density-based methods	– Can find arbitrarily shaped clusters – Clusters are dense regions of objects in space that are separated by low-density regions – Cluster density: Each point must have a minimum number of points within its "neighborhood" – May filter out outliers
Grid-based methods	– Use a multiresolution grid data structure – Fast processing time (typically independent of the number of data objects, yet dependent on grid size)

Table 6.1: Overview of clustering methods

6.3.1 Partitioning methods:

- A partitioning method constructs k partitions of the data, where each partition represents a cluster and k <= n. That is, it classifies the data into k groups, which together satisfy the following requirements:
  - o Each group must contain at least one object, and
  - o Each object must belong to exactly one group.
- A partitioning method creates an initial partitioning. It then uses an iterative relocation technique that attempts to improve the partitioning by moving objects from one group to another.
- The general criterion of a good partitioning is that objects in the same cluster are close or related to each other, whereas objects of different clusters are far apart or very different. (VSSUT)

6.3.2 Hierarchical methods:

- A hierarchical method creates a hierarchical decomposition of the given set of data objects. A hierarchical method can be classified as being either agglomerative or divisive, based on how the hierarchical decomposition is formed.

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- o The agglomerative approach, also called the bottom-up approach, starts with each object forming a separate group. It successively merges the objects or groups that are close to one another, until all of the groups are merged into one or until a termination condition holds.
- o The divisive approach, also called the top-down approach, starts with all of the objects in the same cluster. In each successive iteration, a cluster is split up into smaller clusters, until eventually each object is in one cluster, or until a termination condition holds.

- Hierarchical methods suffer from the fact that once a step (merge or split) is done, it can never be undone. This rigidity is useful in that it leads to smaller computation costs by not having to worry about a combinatorial number of different choices. There are two approaches to improving the quality of hierarchical clustering:
  - o Perform careful analysis of object —linkages at each hierarchical partitioning, such as in Chameleon, or
  - o Integrate hierarchical agglomeration and other approaches by first using a hierarchical agglomerative algorithm to group objects into micro clusters, and then performing macro clustering on the micro clusters using another clustering method such as iterative relocation. (VSSUT)

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6.3.3 Density-based methods:

Most partitioning methods cluster objects based on the distance between objects. Such methods can find only spherical-shaped clusters and encounter difficulty in discovering clusters of arbitrary shapes. The other clustering methods have been developed based on the notion of density. Their general idea is to continue growing a given cluster as long as the density (number of objects or data points) in the "neighborhood" exceeds some threshold. For example, for each data point within a given cluster, the neighborhood of a given radius has to contain at least a minimum number of points. Such a method can be used to filter out noise or outliers and discover clusters of arbitrary shape. Density-based methods can divide a set of objects into multiple exclusive clusters, or a hierarchy of clusters. Typically, density-based methods consider exclusive clusters only, and do not consider fuzzy clusters. Moreover, density-based methods can be extended from full space to subspace clustering. (VSSUT)

6.3.4 Grid-based methods:

Grid-based methods quantize the object space into a finite number of cells that form a grid structure. All the clustering operations are performed on the grid structure (i.e., on the quantized space). The main advantage of this approach is its fast processing time, which is typically independent of the number of data objects and dependent only on the number of cells in each dimension in the quantized space. Using grids is often an efficient approach to many spatial data mining problems, including clustering.

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Therefore, grid-based methods can be integrated with other clustering methods such as density-based methods and hierarchical methods. Some clustering algorithms integrate the ideas of several clustering methods, so that it is sometimes difficult to classify a given algorithm as uniquely belonging to only one clustering method category. Furthermore, some applications may have clustering criteria that require the integration of several clustering techniques. (VSSUT)

6.3.5 Model Based Method

Model-based methods hypothesize a model for each of the clusters and find the best fit of the data to the given model. A model-based algorithm may locate clusters by constructing a density function that reflects the spatial distribution of the data points. It also leads to a way of automatically determining the number of clusters based on standard statistics, taking ―noise or outliers into account and thus yielding robust clustering methods. (VSSUT)

6.3.6 Constraint Based Method

It is a clustering approach that performs clustering by incorporation of user-specified or application-oriented constraints. A constraint expresses a user's expectation or describes properties of the desired clustering results. It provides an effective means for communicating with the clustering process. The various kinds of constraints can be specified, either by a user or as per application requirements. Spatial clustering employs with the existence of obstacles and clustering under user-specified constraints. In addition, semi-supervised clustering employs for pairwise constraints in order to improve the quality of the resulting clustering. (VSSUT)

6.4 PARTITIONING METHODS

The simplest and most fundamental version of cluster analysis is partitioning, which organizes the objects of a set into several exclusive groups or clusters. To keep the problem specification concise, we can assume that the number of clusters is given as background knowledge. This parameter is the starting point for partitioning methods. The most well-known and commonly used partitioning methods are

- The k-Means Method
- k-Medoids Method

6.4.1 Centroid-Based Technique: The K-Means Method:

The k-means algorithm takes the input parameter, k, and partitions a set of n objects into k clusters so that the resulting intra cluster similarity is high but the inter cluster similarity is low.

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Cluster similarity is measured in regard to the mean value of the objects in a cluster, which can be viewed as the cluster's centroid or center of gravity.

The k-means algorithm proceeds as follows. (Jiawei Han, 2012)

- First, it randomly selects k of the objects, each of which initially represents a cluster mean or center.
- For each of the remaining objects, an object is assigned to the cluster to which it is the most similar, based on the distance between the object and the cluster mean.
- It then computes the new mean for each cluster.
- This process iterates until the criterion function converges.

  Typically, the square-error criterion is used, defined as

$$E = \sum_{i=1}^{k} \sum_{p \in C_i} |p - m_i|^2,$$

Where

E is the sum of the square error for all objects in the data set

pi s the point in space representing a given object

mi is the mean of cluster Ci

The k-means partitioning algorithm:

The k-means algorithm is for partitioning, where each cluster's center is represented by the mean value of the objects in the cluster. (Jiawei Han, 2012)

Input:

k: the number of clusters,

D: a data set containing *n* objects.

Output: A set of *k* clusters.

Method:

Select any *k* objects from *D* as the initial cluster centers;

repeat

i. (re)assign each object to the cluster to which the object is the most similar, based on the mean value of the objects in the cluster;

ii. update the cluster means, that is, calculate the mean value of the objects for each cluster;

iii. **until** no change;

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The k-means algorithm proceeds as follows (Jiawei Han, 2012):

First, it randomly selects k of the objects, each of which initially represents a cluster mean or center. For each of the remaining objects, an object is assigned to the cluster to which it is the most similar, based on the distance between the object and the cluster mean. It then computes the new mean for each cluster. This process iterates until the criteria fulfilled.

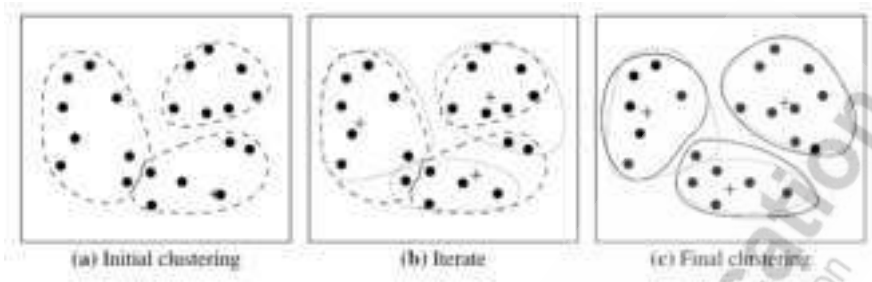

Figure 6.1: Clustering of a set of objects using the k-means method (Jiawei Han, 2012)

6.4.2 k-Medoids Method:

The k - Means algorithm is majorly focused on outliers. It may create a noise in large varying data. Instead of taking the mean value of the objects in a cluster as a reference point, we can pick actual objects to represent the clusters, using one representative object per cluster. Each remaining object is clustered with the representative object to which it is the most similar.

The partitioning method is performed based on the principle of minimizing the sum of the dissimilarities between each object and its corresponding reference point. That is, an absolute-error criterion is used, defined as

$$E = \sum_{j=1}^{k} \sum_{p \in C_j} |p - o_j|,$$

Where E is the sum of the absolute error for all objects in the data set

p is the point in space representing a given object in cluster *Cj*

Oj is the representative object of Cj

k-Mediods method is also known as partition around mediods. The **Partitioning Around Medoids (PAM)** algorithm is a popular realization of k-medoids clustering. It tackles the problem in an iterative, greedy way. The initial representative objects are chosen arbitrarily. The iterative process of replacing representative objects by non-representative objects and this process continues as long as the quality of the resulting clustering is improved. This quality is estimated using a cost function that measures the average dissimilarity between an object and the representative object of its cluster.

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To determine whether a non-representative object, Oj random, is a good replacement for a current representative object, Oj, the following four cases are examined for each of the nonrepresentative objects.

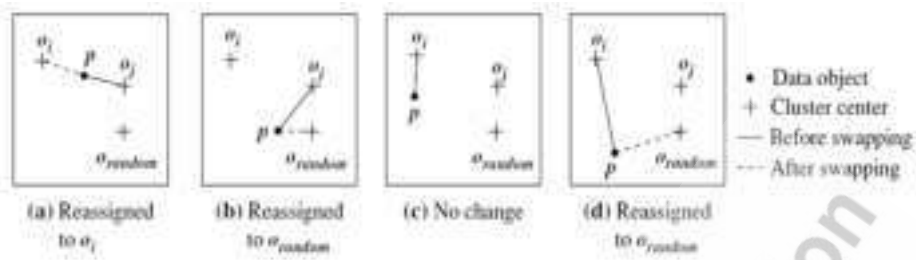

Figure 6.2: Clustering of a set of objects using the k-mediods method (Jiawei Han, 2012)

Case 1: p currently belongs to representative object, Oj. If Oji replaced by Orandom as a representative object and p is closest to one of the other representative objects, Oi, i≠j, then p is reassigned to oi.

Case 2: p currently belongs to representative object, Oj. If Oji replaced by Orandom as a representative object and p is closest to Orandom, then p is reassigned to Orandom.

Case 3: p currently belongs to representative object, Oi, i≠j. If Oji replaced by Orandom as a representative object and p is still closest to oi, then the assignment does not change.

Case 4: p currently belongs to representative object, oi, i≠j. If Oji replaced by Orandom as a representative object and p is closest to Orandom, then p is reassigned to Orandom.

If an object Algorithm: *k*-medoids. PAM, a k-medoids algorithm for partitioning based on medoid or central objects.

Input:

k: the number of clusters,

D: a data set containing n objects.

Output: A set of k clusters.

Method:

(1) arbitrarily choose k objects in D as the initial representative objects or seeds;

(2) repeat

(3) assign each remaining object to the cluster with the nearest representative object;

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(4) randomly select a nonrepresentative object, Orandom;

(5) compute the total cost, S, of swapping representative object, Oj, with Orandom;

(6) if S < 0 then swap Oj with Orandom to form the new set of k representative objects;

(7) until no change;

The k-medoids method is more robust than k-means in the presence of noise and outliers, because a medoid is less influenced by outliers or other extreme values than a mean. However, its processing is more costly than the k-means method. (Jiawei Han, 2012)

6.5 HIERARCHICAL METHODS

A hierarchical clustering method works by grouping data objects into a hierarchy or "tree" of clusters. That means, we may partition a data into a different level of group. A hierarchical clustering method works by grouping data objects into a tree of clusters.

The quality of hierarchical clustering method suffers from performing adjustments once a data is merged into a group. It is also a somewhat difficult to split. It cannot be back track operation into original state. Hierarchical clustering methods can be further classified as either agglomerative or divisive, depending on whether the hierarchical decomposition is formed in a bottom-up or top-down fashion.

6.5.1 Agglomerative hierarchical clustering:

This bottom-up strategy starts by placing each object in its own cluster and then merges these atomic clusters into larger and larger clusters, until all of the objects are in a single cluster or until certain termination conditions are satisfied. Most hierarchical clustering methods belong to this category. They differ only in their definition of inter cluster similarity.

6.5.2 Divisive hierarchical clustering:

This top-down strategy does the reverse of agglomerative hierarchical clustering by starting with all objects in one cluster. It sub divides the cluster into smaller and smaller pieces, until each object forms a cluster on its own or until it satisfies certain termination conditions, such as a desired number of clusters is obtained or the diameter of each cluster is within a certain threshold.

Hierarchical clustering methods can encounter difficulties regarding the selection of merge or split points. Such a decision is critical, because once a group of objects is merged or split, the process at the next step will operate on the newly generated clusters. It will neither undo what was done previously, nor perform object

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swapping between clusters. Thus, merge or split decisions, if not well chosen, may lead to low-quality clusters. The methods do not scale well because each decision of merge or split needs to examine and evaluate many objects or clusters.

A promising direction for improving the clustering quality of hierarchical methods is to integrate hierarchical clustering with other clustering techniques, resulting in multiple-phase (or multiphase) clustering.

6.6 OUTLIER ANALYSIS:

Outlier is an object which is not fit in a particular group or cluster. Its value is different among the other objects. It can easily be separated among the group of elements. Many data mining algorithms try to minimize such outlier that affects the entire data. It could result in the loss of important hidden information because one person's noise could be another person's signal. The outliers may be of particular interest, such as in the case of fraud detection, where outliers may indicate fraudulent activity. Thus, outlier detection and analysis are an interesting data mining task, referred to as outlier mining.

The outlier mining problem can be viewed as two sub problems:

- Define what data can be considered as inconsistent in a given data set, and
- Find an efficient method to mine the outliers so defined.

It can be used in fraud detection, for example, by detecting unusual usage of credit cards or telecommunication services. In addition, it is useful in customized marketing for identifying the spending behaviour of customers with extremely low or extremely high incomes, or in medical analysis for finding unusual responses to various medical treatments.

Questions:

1. Explain K – means algorithm.
2. Explain partition around mediods technique.
3. What are the different clustering methods? Explain the different types of data used in cluster analysis.
4. Explain different applications of clustering.
5. Write a note on:
   a. Grid Based Clustering Method
   b. Hierarchical Method of clustering

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UNIT – VII
WEB STRUCTURE MINING

Objectives:

To learn basic concepts of web structure mining, web links, social network, crawlers and community discovery on internet

To study the data mining over internet and web based searching

To discover and analyze web usage pattern and new developments

To create awareness towards marketing over social networking sites

7 WEB LINK MINING

Link mining is a relevant concept of web-based mining. The data comprising social network data come from different heterogeneous source, multi relational and semi structured. The web link mining concern with social networks, web page links, hypertext, web-based analysis. It focused on descriptive and predictive modelling. The web link mining does follow tasks (Liu, 2011):

Here, we list these tasks with examples from various domains:

a. Link-based object classification.

In traditional classification methods, objects are classified based on the attributes that describe them. Link-based classification predicts the category of an object based not only on its attributes, but also on its links, and on the attributes of linked objects.

Web page classification is a well-recognized example of link-based classification. It predicts the category of a Web page based on word occurrence (words that occur on the page) and anchor text (the hyperlink words, that is, the words you click on when you click on a link), both of which serve as attributes.

b. Object type prediction.

This predicts the type of an object, based on its attributes and its links, and on the attributes of objects linked to it. In the bibliographic domain, we may want to predict the venue type of a publication as conference, journal, or workshop.

c. Link type prediction.

This predicts the type or purpose of a link, based on properties of the objects involved. For an instance, we may try to predict whether two people who know each other are family members, co-workers, or acquaintances.

d. Predicting link existence.

Unlike link type prediction, where we know a connection exists between

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two objects and we want to predict its type, instead we may want to predict whether a link exists between two objects. Examples include predicting whether there will be a link between two Web pages.

e. Link cardinality estimation.

There are two forms of link cardinality estimation.

First, we may predict the number of links to an object. This is useful, for instance, in predicting the authoritativeness of a Web page based on the number of links to it (in-links).

Second, the number of out-links can be used to identify Web pages that act as hubs, where a hub is one or a set of Web pages that point to many authoritative pages of the same topic

f. Object reconciliation.

In object reconciliation, the task is to predict whether two objects are the same based on their attributes and links. This task is common in information extraction, duplication elimination, object consolidation, and citation matching, and is also known as record linkage or identity uncertainty.

Examples include predicting whether two websites are mirrors of each other, whether two citations actually refer to the same paper, and whether two apparent disease strains are really the same.

g. Group detection.

Group detection is a clustering task. It predicts when a set of objects belong to the same group or cluster, based on their attributes as well as their link structure. An area of application is the identification of Web communities, where a Web community is a collection of Web pages that focus on a particular theme or topic. A similar example in the bibliographic domain is the identification of research communities.

h. Sub graph detection.

Sub graph identification finds characteristic sub graphs within networks. An example from biology is the discovery of sub graphs corresponding to protein structures. In chemistry, we can search for sub graphs representing chemical substructures.

i. Metadata mining.

Metadata are data about data. Metadata provide semi-structured data about unstructured data, ranging from text and Web data to multimedia databases. It is useful for data integration tasks in many domains.

7.1 SOCIAL NETWORK ANALYSIS

Social network is the study of social entities (people in an organization, called actors), and their interactions and relationships. The interactions and relationships can be represented with a network or graph, where each vertex (or node) represents an actor and each link represents a relationship. From the

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network we can study the properties of its structure, and the role, position and prestige of each social actor. We can also find various kinds of sub-graphs, e.g., communities formed by groups of actors.

Social network analysis is useful for the Web because the Web is essentially a virtual society, where each page can be regarded as a social actor and each hyperlink as a relationship.

Many of the results from social networks can be adapted and extended for the use in the Web context. The ideas from social network analysis are indeed instrumental to the success of Web search engines. (Liu, 2011)

7.2 CO-CITATION AND BIBLIOGRAPHIC COUPLING

The area of research concerned with links is the citation analysis of scholarly publications. A scholarly publication usually cites related prior work to acknowledge the origins of some ideas in the publication and to compare the new proposal with existing work. Citation analysis is an area of bibliometric research, which studies citations to establish the relationships between authors and their work.

When a publication (also called a paper) cites another publication, a relationship is established between the publications. Citation analysis uses these relationships (links) to perform various types of analysis. A citation can represent many types of links, such as links between authors, publications, journals and conferences, and fields, or even between countries. (Liu, 2011). When a research scholar publishes his work globally the reader can cite the publication which establishes a link to the author and it improves the bibliography.

7.2.1 Co-Citation

Co-citation is used to measure the similarity of two papers (or publications). If papers i and j are both cited by paper k, then they may be said to be related in some sense to each other, even though they do not directly cite each other. Figure. 7.1 shows that papers i and j are co-cited by paper k. If papers i and j are cited together by many papers, it means that i and j have a strong relationship or similarity. The more papers they are cited by, the stronger their relationship is. (Liu, 2011)

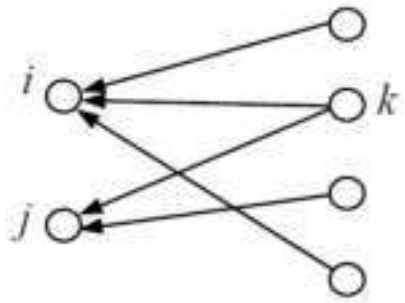

Fig. 7.1: Paper i and paper j are co-cited by paper k (Liu, 2011)

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7.2.2 Bibliographic Coupling

Bibliographic coupling operates on a similar principle, but in a way, it is the mirror image of co-citation. Bibliographic coupling links papers that cite the same articles so that if papers i and j both cite paper k, they may be said to be related, even though they do not directly cite each other. The more papers they both cite, the stronger their similarity is. Fig. 7.2 shows both papers i and j citing (referencing) paper k. (Liu, 2011)

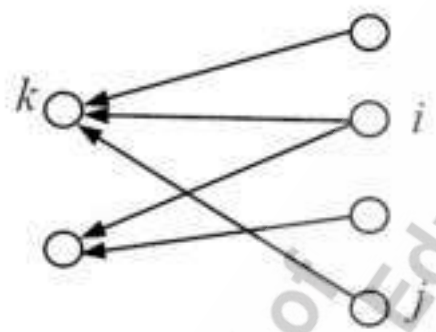

Fig. 7.2: Both paper i and paper j cite paper k (Liu, 2011)

Bibliographic coupling is also symmetric and is regarded as a similarity measure of two papers in clustering. The Web, hubs and authorities, found by the HITS algorithm are directly related to co citation and bibliographic coupling matrices. (Liu, 2011)

7.3 PAGE RANK

The main ideas of Page Rank and HITS are really quite similar. Page Rank has emerged as the dominant link analysis model for Web search, partly due to its query-independent evaluation of Web pages and its ability to combat spamming, and partly due to Google's business success. Page Rank relies on the democratic nature of the Web by using its vast link structure as an indicator of an individual page's quality. In essence, Page Rank interprets a hyperlink from page x to page y as a vote, by page x, for page y. Page Rank looks at more than just the sheer number of votes or links that a page receives. It also analyzes the page that casts the vote. Votes casted by pages that are themselves "important" weigh more heavily and help to make other pages more "important." This is exactly the idea of rank prestige in social networks. (Liu, 2011)

7.4 AUTHORITIES AND HUB RANKING

Authorities and hub ranking are the concepts based on HITS. When the user issues a search query, HITS (Hypertext Induced Topic Search) first expands the list of relevant pages returned by a search engine and then produces two rankings of the expanded set of pages, authority ranking and hub ranking. (Liu, 2011)

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An authority is a page with many in-links. The idea is that the page may have authoritative content on some topic and thus many people trust it and thus link to it.

A hub is a page with many out-links. The page serves as an organizer of the information on a particular topic and points to many good authority pages on the topic. When a user comes to this hub page, he/she will find many useful links which take him/her to good content pages on the topic. Figure 7.3 shows an authority page and a hub page.

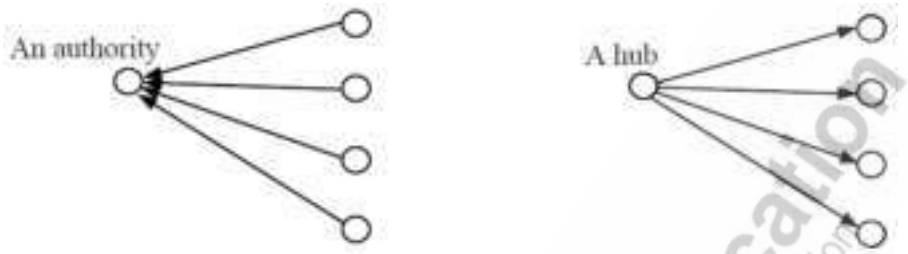

Fig. 7.3: An authority page and a hub page (Liu, 2011)

The key idea of HITS is that a good hub points to many good authorities and a good authority is pointed to by many good hubs. Thus, authorities and hubs have a mutual reinforcement relationship. (Liu, 2011)

7.5 COMMUNITY DISCOVERY

A community is simply a group of entities (e.g., people or organizations) that shares a common interest or is involved in an activity or event. The communities are represented by dense bipartite sub-graphs and it represents a strong relationship between groups. Apart from a Web, communities also exist in emails and text documents. (Liu, 2011)

There are many reasons for discovering communities. Following are three main reasons: (Kumar, 1993)

- Communities provide valuable and possibly the most reliable, timely, and up-to-date information resources for a user interested in them.
- They represent the sociology of the Web: studying them gives insights into the evolution of the Web.
- They enable target advertising at a very precise level.

Community Manifestation in Data: Given a data set, which can be a set of Web pages, a collection of emails, or a set of text documents, we want to find communities of entities in the data. The system needs to discover the hidden community structures. The first issue that we need to know is how communities manifest themselves. From such manifested evidences, the system can discover possible communities. Different types of data may have different forms of manifestation. We give three examples. (Liu, 2011)

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a. Web Pages:

- Hyperlinks: A group of content creators sharing a common interest is usually inter-connected through hyperlinks. That is, members in a community are more likely to be connected among themselves than outside the community.
- Content words: Web pages of a community contain words that are related to the community theme.

b. Emails:

- Email exchange between entities: Members of a community are more likely to communicate with one another.
- Content words: Email contents of a community also contain words related to the theme of the community.

c. Text documents:

- Co-occurrence of entities: Members of a community are more likely to appear together in the same sentence and/or the same document.
- Content words: Words in sentences indicate the community theme.

7.6 WEB CRAWLERS

Web crawlers, also known as spiders or robots, are programs that automatically download Web pages. Since information on the Web is scattered among billions of pages served by millions of servers around the globe, users who browse the Web can follow hyperlinks to access information, virtually moving from one page to the next. A crawler can visit many sites to collect information that can be analyzed and mined in a central location, either online (as it is downloaded) or off-line (after it is stored). There are many applications for Web crawlers. (Liu, 2011)

- One is business intelligence, whereby organizations collect information about their competitors and potential collaborators.
- Another use is to monitor Web sites and pages of interest, so that a user or community can be notified when new information appears in certain places.
- There are also malicious applications of crawlers, for example, that harvest email addresses to be used by spammers or collect personal information to be used in phishing and other identity theft attacks.

In fact, crawlers are the main consumers of Internet bandwidth. They collect pages for search engines to build their indexes. Well known search engines such as Google, Yahoo! and MSN run very efficient universal crawlers designed to gather all pages irrespective of their content. Other crawlers, sometimes called preferential crawlers, are more targeted. They attempt to download only pages of certain types or topics. (Liu, 2011)

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7.7 BASIC CRAWLER ALGORITHM

A crawler is a graph search algorithm. The Web can be seen as a large graph with pages as its nodes and hyperlinks as its edges. A crawler starts from a few of the nodes (seeds) and then follows the edges to reach other nodes. The process of fetching a page and extracting the links within it is analogous to expanding a node in graph search. (Liu, 2011)

a. The frontier is the main data structure, which contains the URLs of unvisited pages.

b. Typical crawlers attempt to store the frontier in the main memory for efficiency. Based on the declining price of memory and the spread of 64-bit processors, quite a large frontier size is feasible.

c. Yet the crawler designer must decide which URLs have low priority and thus get discarded when the frontier is filled up.

d. Note that given some maximum size, the frontier will fill up quickly due to the high fan-out of pages.

e. Even more importantly, the crawler algorithm must specify the order in which new URLs are extracted from the frontier to be visited.

These mechanisms determine the graph search algorithm implemented by the crawler.

Figure 7.5 shows the flow of a basic sequential crawler. Such a crawler fetches one page at a time, making inefficient use of its resources. (Liu, 2011)

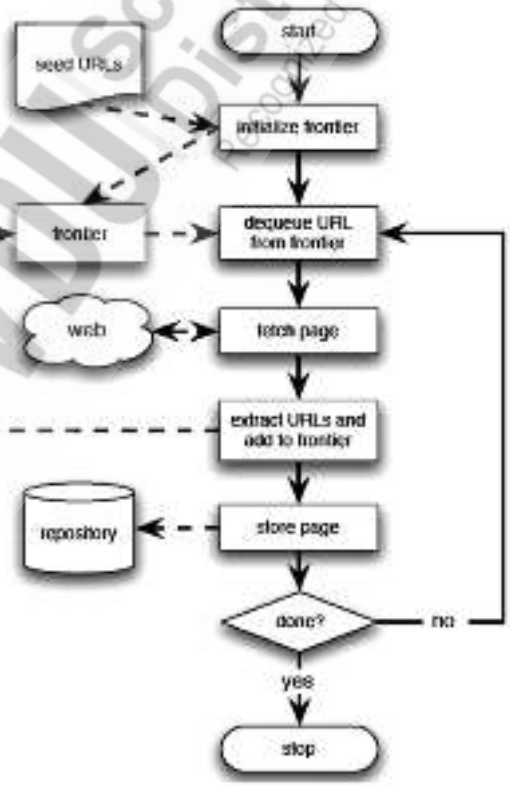

Fig. 7.5: Flow chart of a basic sequential crawler. (Liu, 2011)

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7.8 UNIVERSAL CRAWLERS

General purpose search engines use Web crawlers to maintain their indices, amortizing the cost of crawling and indexing over the millions of queries received between successive index updates (though indexers are designed for incremental updates. These large-scale universal crawlers differ from the concurrent breadth-first crawlers described above along two major dimensions (Liu, 2011):

a. Performance: They need to scale up to fetching and processing hundreds of thousands of pages per second. This calls for several architectural improvements.

b. Policy: They strive to cover as much as possible of the most important pages on the Web, while maintaining their index as fresh as possible. These goals are, of course, conflicting so that the crawlers

7.9 TOPICAL CRAWLERS

For many preferential crawling tasks, labeled (positive and negative) examples of pages are not available in sufficient numbers to train a focused crawler before the crawl starts. Instead, we typically have a small set of seed pages and a description of a topic of interest to a user or user community. The topic can consist of one or more example pages (possibly the seeds) or even a short query. Preferential crawlers that start with only such information are often called topical crawlers [8, 14, 38]. They do not have text classifiers to guide crawling.

Even without the luxury of a text classifier, a topical crawler can be smart about preferentially exploring regions of the Web that appear relevant to the target topic by comparing features collected from visited pages with cues in the topic description.

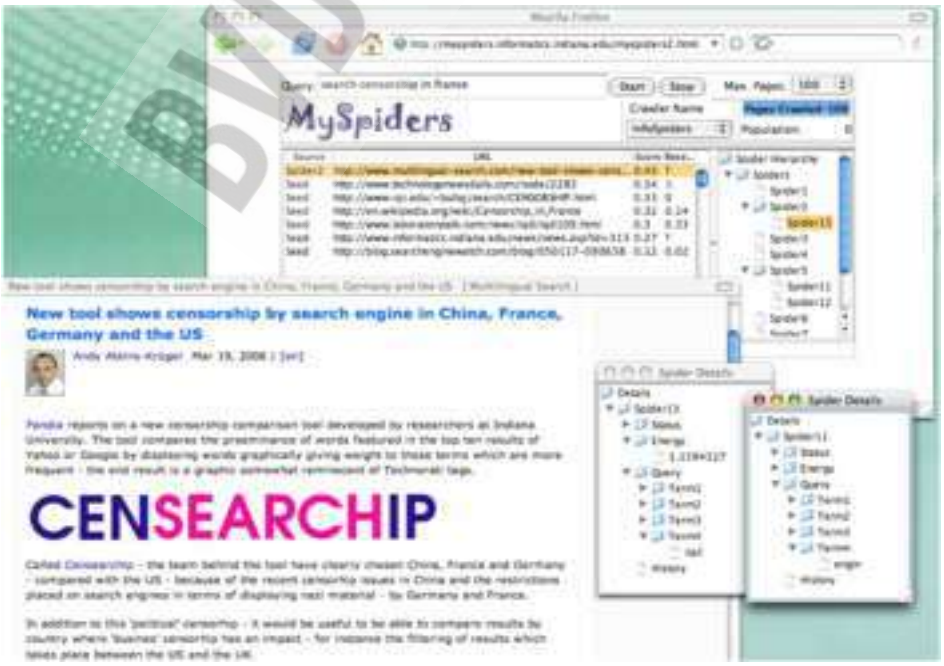

Fig. 7.6: Screenshot of the MySpiders applet in action. (Liu, 2011)

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To illustrate a topical crawler with its advantages and limitations, let us consider the MySpiders applet (myspiders.informatics.indiana.edu). Figure 8.6 shows a screenshot of this application.

In this example the user has launched a population of crawlers with the query "search censorship in france" using the InfoSpiders algorithm. The crawler reports some seed pages obtained from a search engine, but also a relevant blog page (bottom left) that was not returned by the search engine. This page was found by one of the agents, called Spider2, crawling autonomously from one of the seeds. We can see that Spider2 spawned a new agent, Spider13, who started crawling for pages also containing the term "italy." Another agent, Spider5, spawned two agents one of which, Spider11, identified and internalized the relevant term "engine."

A crawling task can thus be viewed as a constrained multi-objective search problem. The wide variety of objective functions, coupled with the lack of appropriate knowledge about the search space, make such a problem challenging. In the remainder of this section we briefly discuss the theoretical conditions necessary for topical crawlers to function, and the empirical evidence supporting the existence of such conditions. Then we review some of the machine learning techniques that have been successfully applied to identify and exploit useful cues for topical crawlers. (Liu, 2011)

7.10 EVALUATION

Given the goal of building a "good" crawler, a critical question is how to evaluate crawlers so that one can reliably compare two crawling algorithms and conclude that one is "better" than the other. Crawlers evaluated through the application it supports. The performance of the crawlers is based on the algorithm supposed to be used and the indexing schemes application. Crawler evaluation has been carried out by comparing a crawling algorithm on a limited number of queries/tasks without considering the statistical significance. Web crawling field has emerged for evaluating and comparing disparate crawling strategies on common tasks through well-defined performance measures. (Liu, 2011)

The valuation of crawlers requires a sufficient number of crawls runs over different topics, as well as sound methodologies that consider the temporal nature of crawler outputs. Evaluation includes the general unavailability of relevant sets for particular topics or queries. The meaningful experiments involving real users for assessing the relevance of pages as they are crawled are extremely problematic. Crawls against the live Web pose serious time constraints and would be overly burdensome to the subjects.

To circumvent these problems, crawler evaluation typically relies on defining measures for automatically estimating page relevance and quality. (Liu, 2011)

a. A page may be considered relevant if it contains some or all of the keywords in the topic/query.

b. The frequency with which the keywords appear on the page may also be considered (Cho, 1998).

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c. While the topic of interest to the user is often expressed as a short query, a longer description may be available in some cases.

d. Similarity between the short or long description and each crawled page may be used to judge the page's relevance.

e. The pages used as the crawl's seed URLs may be combined together into a single document, and the cosine similarity between this document and a crawled page may serve as the page's relevance score.

f. A classifier may be trained to identify relevant pages. The training may be done using seed pages or other pre-specified relevant pages as positive examples. The trained classifier then provides boolean or continuous relevance scores for each of the crawled pages. Note that if the same classifier, or a classifier trained on the same labeled examples, is used both to guide a (focused) crawler and to evaluate it, the evaluation is not unbiased. Clearly the evaluating classifier would be biased in favor of crawled pages. To partially address this issue, an evaluation classifier may be trained on a different set than the crawling classifier. Ideally the training sets should be disjoint. At a minimum the training set used for evaluation must be extended with examples not available to the crawler (Pant G. a., 2005).

g. Another set of evaluation criterion can be obtained by scaling or normalizing any of the above performance measures by the critical resources used by a crawler. This way, one can compare crawling algorithms by way of performance/cost analysis.

h. For example, with limited network bandwidth one may see latency as a major bottleneck for a crawling task. The time spent by a crawler on network I/O can be monitored and applied as a scaling factor to normalize precision or recall.

Using such a measure, a crawler designed to preferentially visit short pages, or pages from fast servers, would outperform one that can locate pages of equal or even better quality but less efficiently. (Liu, 2011)

7.11 CRAWLER ETHICS AND CONFLICTS

To prevent or control over helming client request over a server need to be improved for running crawlers on a web. In the extreme case a server inundated with requests from an aggressive crawler would become unable to respond to other requests, resulting in an effective denial of service attack by the crawler. In a concurrent crawler, this task can be carried out by the frontier manager, when URLs are dequeued and passed to individual threads or processes. Preventing server overload is just one of a number of policies required of ethical Web agents. Such policies are often collectively referred to as crawler etiquette. (Liu, 2011)

Another requirement is to disclose the nature of the crawler using the User-Agent HTTP header. The value of this header should include not only a name and version number of the crawler, but also a pointer to where Web administrators may

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find information about the crawler. A Web site is created for this purpose and its URL is included in the User-Agent field. Another piece of useful information is the email contact to be specified in the form header.

Finally, crawler etiquette requires compliance with the Robot Exclusion Protocol. This is a de facto standard providing a way for Web server administrators to communicate which files may not be accessed by a crawler. The file provides access policies for different crawlers, identified by the User-agent field. When discussing the interactions between information providers and search engines or other applications that rely on Web crawlers, confusion sometime arises between the ethical, technical, and legal ramifications of the Robot Exclusion Protocol. Compliance with the protocol is an ethical issue, and non-compliant crawlers can justifiably be shunned by the Web community. Crawlers may disguise themselves as browsers by sending a browser's identifying string in the User-Agent header. This way a server administrator may not immediately detect lack of compliance with the Exclusion Protocol, but an aggressive request profile is likely to reveal the true nature of the crawler.

Web administrators may attempt to improve the ranking of their pages in a search engine by providing different content depending on whether a request originates from a browser or a search engine crawler, as determined by inspecting the request's User-Agent header. This technique, called cloaking, is frowned upon by search engines, which remove sites from their indices when such abuses are detected.

One of the most serious challenges for crawlers originates from the rising popularity of pay-per-click advertising. If a crawler is not to follow advertising links, it needs to have a robust detection algorithm to discriminate ads from other links. A bad crawler may also pretend to be a genuine user who clicks on the advertising links in order to collect more money from merchants for the hosts of advertising links.

Crawlers need to become increasingly sophisticated to prevent insidious forms of spam from polluting and exploiting the Web environment. Malicious crawlers are also becoming smarter in their efforts, not only to spam but also to steal personal information and in general to deceive people and crawlers for illicit gains.

Interestingly, the gap between humans and crawlers may be narrowing from both sides. While crawlers become smarter, some humans are dumbing down their content to make it more accessible to crawlers.

For example, some online news providers use simpler titles than can be easily classified and interpreted by a crawler as opposed or in addition to witty titles that can only be understood by humans.

A business may wish to disallow crawlers from its site if it provides a service by which it wants to entice human users to visit the site, say to make a profit via ads on the site. A competitor crawling the information and mirroring it on its own site, with different ads, is a clear violator not only of the Robot Exclusion Protocol but also possibly of copyright law.

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There are many browser extensions that allow users to perform all kinds of tasks that deviate from the classic browsing activity, including hiding ads, altering the appearance and content of pages, adding and deleting links, adding functionality to pages, pre-fetching pages, and so on.

- What about an individual user who wants to access the information but automatically hide the ads?
- Should they identify themselves through the User-Agent header as distinct from the browser with which they are integrated?
- Should a server be allowed to exclude them? And should they comply with such exclusion policies?

These too are questions about ethical crawler behaviors that remain open for the moment. (Liu, 2011)

7.12 SOME NEW DEVELOPMENTS

The typical use of (universal) crawlers has been for creating and maintaining indexes for general purpose search engines. A more diverse use of (topical) crawlers is emerging both for client and server-based applications. Topical crawlers are becoming important tools to support applications such as specialized Web portals (a.k.a. "vertical" search engines), live crawling, and competitive intelligence. (Liu, 2011)

Users are consumers of information provided by search engines, search engines are consumers of information provided by crawlers, and crawlers are consumers of information provided by users (authors). This one-directional loop does not allow, for example, information to flow from a search engine (say, the queries submitted by users) to a crawler. It is likely that commercial search engines will soon leverage the huge amounts of data collected from their users to focus their crawlers on the topics most important to the searching public. To investigate this idea in the context of a vertical search engine, a system was built in which the crawler and the search engine engage in a symbiotic relationship (Pant G. S., 2004). The crawler feeds the search engine which in turn helps the crawler. It was found that such a symbiosis can help the system learn about a community's interests and serve such a community with better focus.

Universal crawlers have to somehow focus on the most "important" pages given the impossibility to cover the entire Web and keep a fresh index of it. This has led to the use of global prestige measures such as PageRank to bias universal crawlers, either explicitly or implicitly through the long-tailed structure of the Web graph. An important problem with these approaches is that the focus is dictated by popularity among "average" users and disregards the heterogeneity of user interests. A page about a mathematical theorem may appear quite uninteresting to the average user, if one compares it to a page about a pop star using indegree or PageRank as a popularity measure. Yet the math page may be highly relevant and important to a small community of users (mathematicians). Future crawlers will have to learn to discriminate between low-quality pages and high-quality pages that are relevant to very small communities. (Liu, 2011)

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Social networks have recently received much attention among Web users as vehicles to capture commonalities of interests and to share relevant information. We are witnessing an explosion of social and collaborative engines in which user recommendations, opinions, and annotations are aggregated and shared. Mechanisms include tagging (e.g., del.icio.us and flickr.com), ratings (e.g. tumbleupon.com), voting (e.g., digg.com), and hierarchical similarity (GiveALink.org). One key advantage of social systems is that they empower humans rather than depending on crawlers to discover relevant resources. Further, the aggregation of user recommendations gives rise to a natural notion of trust. Crawlers could be designed to expand the utility of information collected through social systems. (Liu, 2011)

For example, it would be straightforward to obtain seed URLs relevant to specific communities of all sizes. Crawlers would then explore the Web for other resources in the neighborhood of these seed pages, exploiting topical locality to locate and index other pages relevant to those communities.

Social networks can emerge not only by mining a central repository of user-provided resources, but also by connecting hosts associated with individual users or communities scattered across the Internet. Imagine a user creating its own micro-search engine by employing a personalized topical crawler, seeded for example with a set of bookmarked pages.

The integration of effective personalized/topical crawlers with adaptive query routing algorithms is the key to the success of peer-based social search systems. Many synergies may be exploited in this integration by leveraging contextual information about the local peer that is readily available to the crawler, as well as information about the peer's neighbors that can be mined through the stream of queries and results routed through the local peer. (Liu, 2011)

7.13 WEB USAGE MINING

Web usage mining refers to the automatic discovery and analysis of patterns in clickstreams. The user transactions over a web and other associated data collected or generated as a result of user interactions with Web resources on one or more Web sites.

The goal is to capture, model, and analyze the behavioral patterns and profiles of users interacting with a Web site.

The discovered patterns are usually represented as collections of pages, objects, or resources that are frequently accessed or used by groups of users with common needs or interests.

This will help the organizations to determine:

- the life-time value of clients,
- design cross-marketing strategies across products and services,
- evaluate the effectiveness of promotional campaigns,

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- optimize the functionality of Web-based applications,
- provide more personalized content to visitors, and
- find the most effective logical structure for their Web space

Web usage mining process can be divided into three inter-dependent stages:

- data collection and pre-processing,
- pattern discovery, and
- pattern analysis.

In the pre-processing stage, the clickstream data is cleaned and partitioned into a set of user transactions representing the activities of each user during different visits to the site. The site content or structure, as well as semantic domain knowledge from site ontologies (such as product catalogs or concept hierarchies), may also be used in pre-processing or to enhance user transaction data.

In the pattern discovery stage, statistical, database, and machine learning operations are performed to obtain hidden patterns. The hidden patterns are reflecting the typical behavior of users, summary statistics on Web resources, sessions, and users.

In the final stage of the process, the discovered patterns and statistics are further processed, filtered, possibly resulting in aggregate user models that can be used as input to applications such as recommendation engines, visualization tools, and Web analytics and report generation tools. The overall process is depicted in Figure 7.8.

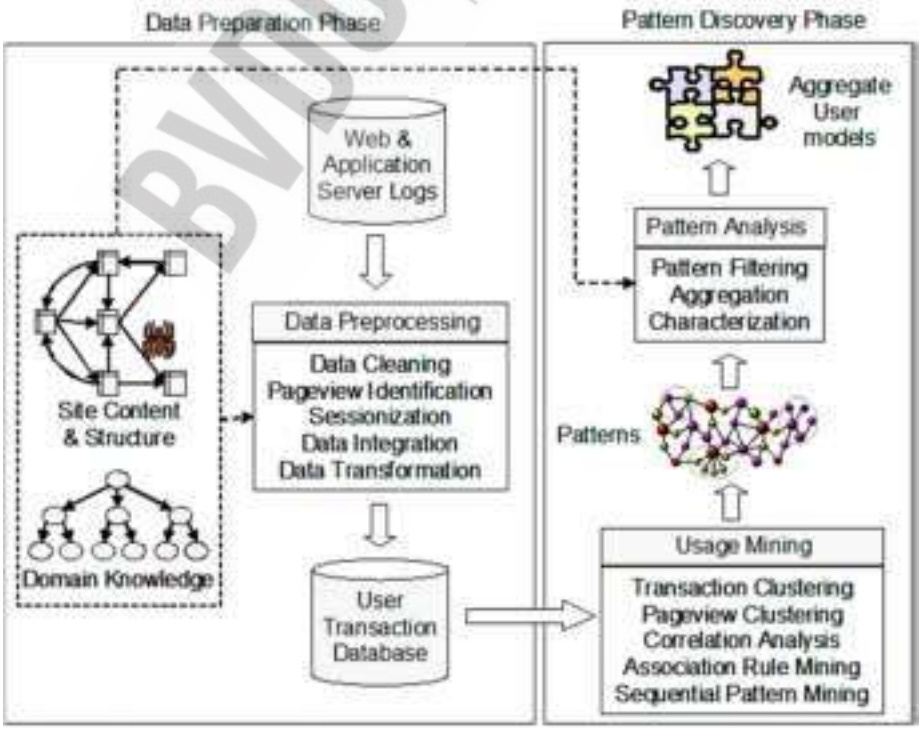

Fig. 7.8: The Web usage mining process (Liu, 2011)

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7.13. 1 Data Collection and Pre-Processing

An important task in any data mining application is the creation of a suitable target data set to which data mining and statistical algorithms can be applied. This is particularly important in Web usage mining due to the characteristics of clickstream data and its relationship to other related data collected from multiple sources and across multiple channels.

The data preparation process is often the most time consuming and computationally intensive step in the Web usage mining process, and often requires the use of special algorithms and heuristics not commonly employed in other domains.

This process is critical to the successful extraction of useful patterns from the data. The process may involve pre-processing the original data, integrating data from multiple sources, and transforming the integrated data into a form suitable for input into specific data mining operations. Collectively, we refer to this process as data preparation. Usage data preparation presents a number of unique challenges which have led to a variety of algorithms and heuristic techniques for pre-processing tasks such as data fusion and cleaning, user and session identification, page view identification.

The successful application of data mining techniques to Web usage data is highly dependent on the correct application of the pre-processing tasks. In the context of e-commerce data analysis, these techniques have been extended to allow for the discovery of important and insightful user and site metrics.

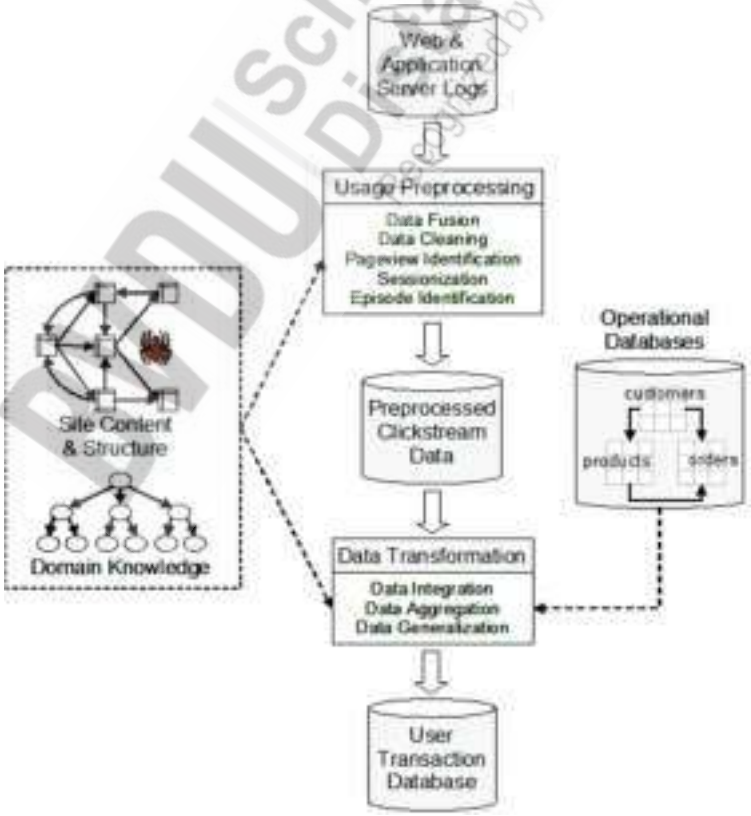

Fig. 7.9: Steps in data preparation for Web usage mining (Liu, 2011)

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Figure 7.9 provides a summary of the primary tasks and elements in usage data pre-processing. We begin by providing a summary of data types commonly used in Web usage mining and then provide a brief discussion of some of the primary data preparation tasks. (Liu, 2011)

7.13.2Cleaning and Filtering

In large-scale Web sites, it is typical that the content served to users comes from multiple Web or application servers. In some cases, multiple servers with redundant content are used to reduce the load on any particular server.

- Data fusion/filtering refers to the merging of log files from several Web and application servers. This may require global synchronization across these servers. In the absence of shared embedded session ids, heuristic methods based on the "referrer" field in server logs along with various sessionization and user identification methods can be used to perform the merging. This step is essential in "inter-site" Web usage mining where the analysis of user behavior is performed over the log files of multiple related Web sites (Tanasa, 2005).
- Data cleaning is usually site-specific, and involves tasks such as, removing extraneous references to embedded objects that may not be important for the purpose of analysis, including references to style files, graphics, or sound files.
- The cleaning process also may involve the removal of at least some of the data fields (e.g., number of bytes transferred or version of HTTP protocol used, etc.) that may not provide useful information in analysis or data mining tasks.
- Data cleaning also entails the removal of references due to crawler navigations. It is not uncommon for a typical log file to contain a significant (sometimes as high as 50%) percentage of references resulting from search engine or other crawlers (or spiders). Well-known search engine crawlers can usually be identified and removed by maintaining a list of known crawlers. (Liu, 2011)

7.13.3 Data Modeling for Web Usage Mining

Usage data pre-processing results in a set of n page views, P = *{p1, p2, ..., pn}*, and a set of m user transactions, T = *{t1,t2,....,tm}*, where each ti in T is a subset of P.

Page views are semantically meaningful entities to which mining tasks are applied (such as pages or products).

Conceptually, we view each transaction t as an l-length sequence of ordered pairs:

$$t = \left\langle (p_1^t, w(p_1^t)), (p_2^t, w(p_2^t)), \cdots, (p_l^t, w(p_l^t)) \right\rangle$$

Where, each $p_i^t = p_j$ for some j in {1,2, 3,….n} and $w(p_i^t)$ is the weight associated with page view p_i^t in transaction t, representing its significance.

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The weights can be determined in a number of ways, in part based on the type of analysis or the intended personalization framework.

For example, in collaborative filtering applications which rely on the profiles of similar users to make recommendations to the current user, weights may be based on user ratings of items. Web usage mining tasks the weights are either binary, representing the existence or non-existence of a page view in the transaction; or they can be a function of the duration of the page view in the user's session. In the case of time durations, it should be noted that usually the time spent by a user on the last page view in the session is not available.

One commonly used option is to set the weight for the last page view to be the mean time duration for the page taken across all sessions in which the page view does not occur as the last one. It is common to use a normalized value of page duration instead of raw time duration in order to account for user variances. In some applications, the log of page view duration is used as the weight to reduce the noise in the data.

For many data mining tasks, such as clustering and association rule mining, where the ordering of page views in a transaction is not relevant, we can represent each user transaction as a vector over the n-dimensional space of page views.

Pageviews

Sessions / users	A	B	C	D	E	F
user0	15	5	0	0	0	185
user1	0	0	32	4	0	0
user2	12	0	0	56	236	0
user3	9	47	0	0	0	134
user4	0	0	23	15	0	0
user5	17	0	0	157	69	0
user6	24	89	0	0	0	354
user7	0	0	78	27	0	0
user8	7	0	45	20	127	0
user9	0	38	57	0	0	15

Fig. 7.10: An example of a user-page view matrix (or transaction matrix) (Liu, 2011)

Given the transaction t above, the transaction vector t (we use a bold face lower case letter to represent a vector) is given by:

$$\mathbf{t} = \left(w'_{p_1}, w'_{p_2}, \cdots, w'_{p_n}\right)$$

where each $w'_{pj} = w(p_j)$ for some j in {1, 2, •••, n}, if pj appears in the transaction t, and $w'_{pj} = 0$ otherwise.

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Thus, conceptually, the set of all user transactions can be viewed as an m×n user-page view matrix (also called the transaction matrix), denoted by UPM

An example of a hypothetical user-page view matrix is depicted in Figure 7.10. In this example, the eights for each page view is the amount of time (e.g., in seconds) that a particular user spent on the page view. These weights must be normalized to account for variances in viewing times by different users. It should also be noted that the weights may be composite or aggregate values in cases where the page view represents a collection or sequence of pages and not a single page.

Given a set of transactions in the user-page view matrix as described above, a variety of unsupervised learning techniques can be applied to obtain patterns. These techniques such as clustering of transactions (or sessions) can lead to the discovery of important user or visitor segments.

Other techniques such as item (e.g., page view) clustering and association or sequential pattern mining can find important relationships among items based on the navigational patterns of users in the site.

It is possible to integrate other sources of knowledge, such as semantic information from the content of Web pages with the Web usage mining process. Generally, the textual features from the content of Web pages represent the underlying semantics of the site. (Liu, 2011)

7.13.4 Discovery and Analysis of Web Usage Patterns

The types and levels of analysis, performed on the integrated usage data, depend on the ultimate goals of the analyst and the desired outcomes. Following are the types of pattern discovery and analysis techniques employed in the Web usage mining domain. (Liu, 2011)

a. Session and Visitor Analysis

i. The internet session data constitutes the most common form of analysis. It can be used for statistical analysis. The data is aggregated by predetermined units such as days, sessions, visitors, or domains. Standard statistical techniques can be used on this data to gain knowledge about visitor behavior. This is the approach taken by most commercial tools available for Web log analysis. Reports based on this type of analysis may include information about most frequently accessed pages, average view time of a page, average length of a path through a site, common entry and exit points, and other aggregate measures. Despite a lack of depth in this type of analysis, the resulting knowledge can be potentially useful for improving the system performance, and providing support for marketing decisions.

ii. OLAP provides a more integrated framework for analysis with a higher degree of flexibility. The data source for OLAP analysis is usually a multidimensional data warehouse which integrates usage, content, and e-commerce data at different levels of aggregation for each dimension. OLAP tools allow changes in aggregation levels along each dimension during the

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analysis. Analysis dimensions in such a structure can be based on various fields available in the log files, and may include time duration, domain, requested resource, user agent, and referrers. This allows the analysis to be performed on portions of the log related to a specific time interval, or at a higher level of abstraction with respect to the URL path structure. (Cho, 1998)

b. Cluster Analysis and Visitor Segmentation

i. Clustering is a data mining technique that groups together a set of items having similar characteristics. In the usage domain, there are two kinds of interesting clusters that can be discovered: user clusters and page clusters.

ii. Clustering of user records (sessions or transactions) is one of the most commonly used analysis tasks in Web usage mining and Web analytics.

iii. Clustering of users tends to establish groups of users exhibiting similar browsing patterns. Such knowledge is especially useful for inferring user demographics in order to perform market segmentation in e-commerce applications or provide personalized Web content to the users with similar interests.

iv. Analysis of user groups based on their demographic attributes (e.g., age, gender, income level, etc.) may lead to the discovery of valuable business intelligence.

v. Usage-based clustering has also been used to create Web-based "user communities" reflecting similar interests of groups of users.

Given the mapping of user transactions into a multi-dimensional space as vectors of page views, standard clustering algorithms, such as k-means, can partition this space into groups of transactions that are close to each other based on a measure of distance or similarity among the vectors. Transaction clusters can represent user or visitor segments based on their navigational behavior or other attributes that have been captured in the transaction file. Each transaction cluster may potentially contain thousands of user transactions involving hundreds of page view references. The ultimate goal in clustering user transactions is to provide the ability to analyze each segment for deriving business intelligence, or to use them for tasks such as personalization.

vi. Another approach in creating an aggregate view of each cluster is to compute the centroid (or the mean vector) of each cluster. The dimension value for each page view in the mean vector is computed by finding the ratio of the sum of the page view weights across transactions to the total number of transactions in the cluster. If page view weights in the original transactions are binary, then the dimension value of a page view p in a cluster centroid represents the percentage of transactions in the cluster in which p occurs. Thus, the centroid dimension value of p provides a measure of its significance in the cluster. Page views in the centroid can be sorted according to these weights and lower weight page views can be filtered out.

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The resulting set of page view-weight pairs can be viewed as an "aggregate usage profile" representing the interests or behavior of a significant group of users. (Liu, 2011)

c. Association and Correlation Analysis

Association rule discovery and statistical correlation analysis can find groups of items or pages that are commonly accessed or purchased together. This enables Web sites to organize the site content more efficiently, or to provide effective cross-sale product recommendations. The mining of association rules in Web transaction data has many advantages.

For example, a high-confidence rule such as special-offers/, /products/software/ →shopping-cart might provide some indication that a promotional campaign on software products is positively affecting online sales. Such rules can also be used to optimize the structure of the site.

For example, if a site does not provide direct linkage between two pages A and B, the discovery of a rule, A → B, would indicates that providing a direct hyperlink from A to B might aid users in finding the intended information. Both association analysis (among products or page views) and statistical correlation analysis (generally among customers or visitors) have been used successfully in Web personalization and recommender systems. (Liu, 2011)

d. Analysis of Sequential and Navigational Patterns

i. The technique of sequential pattern mining attempts to find inter-session patterns such that the presence of a set of items is followed by another item in a time-ordered set of sessions or episodes. By using this approach, Web marketers can predict future visit patterns which will be helpful in placing advertisements aimed at certain user groups.

ii. Other types of temporal analysis that can be performed on sequential patterns include trend analysis, change point detection, or similarity analysis. In the context of Web usage data, sequential pattern mining can be used to capture frequent navigational paths among user trails.

iii. Sequential patterns (SPs) in Web usage data capture the Web page trails that are often visited by users, in the order that they were visited. Sequential patterns are those sequences of items that frequently occur in a sufficiently large proportion of (sequence) transactions.

iv. The view of Web transactions as sequences of page views allows for a number of useful and well-studied models to be used in discovering or analyzing user navigation patterns. One such approach is to model the navigational activities in the Web site as a Markov model: each page view (or a category) can be represented as a state and the transition probability between two states can represent the likelihood that a user will navigate

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from one state to the other. This representation allows for the computation of a number of useful user or site metrics. (Liu, 2011)

e. Classification and Prediction based on Web User Transactions

i. Classification is the task of mapping a data item into one of several predefined classes. In the Web domain, one is interested in developing a profile of users belonging to a particular class or category. This requires an extraction and selection of features that best describe the properties of given the class or category.

ii. Classification techniques play an important role in Web analytics applications for modeling the users according to various predefined metrics.

For example, given a set of user transactions, the sum of purchases made by each user within a specified period of time can be computed. A classification model can then be built based on this enriched data in order to classify users into those who have a high propensity to buy and those who do not, taking into account features such as users' demographic attributes, as well their navigational activities.

iii. There are also a large number of other classification problems that are based the Web usage data. The problem of solving any classification problem is basically the same, i.e.,

a. model the problem as a classification learning problem,

b. identify and/or construct a set of relevant features for learning, and

c. apply a supervised learning method or regression method. (Liu, 2011)

Questions:

1. Explain social networks implication in data mining.
2. Explain web usage mining in detail.
3. Explain crawler ethics and conflicts.
4. Explain community discovery.
5. Write a note on:

   a. Citation, Co-citation

   b. Similarity search

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